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ABSTRACT

This teacher's guide for teaching decoding contains suggestions for teaching letter sounds and short vowel trigrams; words and syllables with long vowels; consonant blends and some digraphs; some common prefixes, suffixes, and irregular word parts; and diphthongs and vowel digraphs. Each of the five chapters contains several skills to be taught. For each skill listed there is a behavioral objective; a discussion of content, purpose, and teaching procedures; and suggestions for testing mastery. (MKM)

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DAD

A Direct Approach to Decoding

A Teacher-Centered Reading Program

to aid

The Child-Centered Teacher

Ellis Richardson, Ph.D.

1979

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The Direct Approach to Decoding (DAD) Program has been used consistently for reading instruction in Interdependent Learning Model (ILM) project classrooms since the 1970-1971 school year. The Program manual was first produced independently as a result of Dr. Richardson's research, supported primarily by the Child Psychiatric Evaluation Unit of the New York State Department of Mental Hygiene. In 1974 the Learning Disabilities Laboratory of the Child Psychiatric Evaluation Unit and the ILM collaborated to reprint the original DAD manuscript. This 1979 edition of the manual is reprinted by the Interdependent Learning Model with the author's permission.

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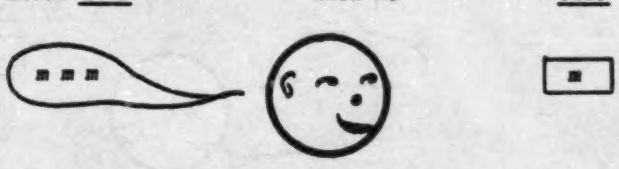
CHAPTER 1

LETTER SOUNDS AND
SHORT VOWEL TRIGRAMS

INTRODUCTION: Here are the things a child will learn to do in the Chapter 1 work:

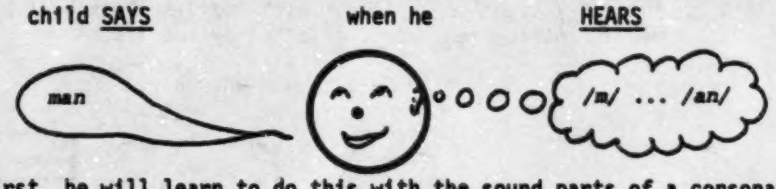
BASIC PHONIC SKILLS: He will learn three basic phonic skills that are necessary for decoding and learning new words when he begins to read by himself.

(1) **LETTER SOUNDS:** The child will learn to look at printed letters and say the sounds they make.



He will learn the phonic sound associations for 23 different letters including 17 consonants (the consonants k, q, and x are not taught in Chapter 1) and the 5 short vowels.

(2) **AUDITORY BLENDING:** The child will learn to listen to phonic sounds (auditory) and say the sound they make together (blending).



First, he will learn to do this with the sound parts of a consonant-vowel-consonant (cvc) trigram divided into two sounds. Here are some examples:

Child Hears		Child Says
/m/ ... /an/	=	/man/
/s/ ... /it/	=	/sit/

Later, he will learn to listen to the sound parts of a cvc trigram divided into three sounds. Here are some examples:

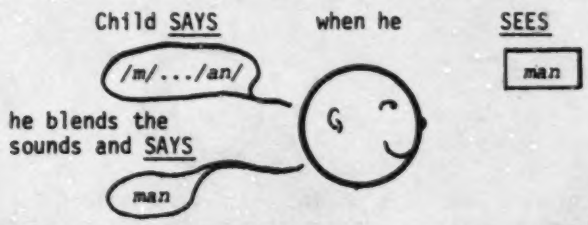
Child Hears		Child Says
/b/ ... /ĭ/ ... /t/	=	/bit/
/r/ ... /ĕ/ ... /p/	=	/rep/

(3) PHONIC ANALYSIS: The child will learn to look at cvc trigrams and say the phonic sounds in left-to-right order.

First, he will learn to break the trigram into an initial consonant and a final consonant-vowel trigram. Later, he will learn to say each of the three letter sounds separately.

APPLIED DECODING SKILLS: The child will learn to apply the phonic skills just outlined to figure out words and syllables he has never seen before.

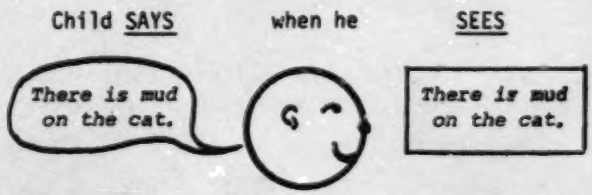
(1) PHONIC ANALYSIS AND BLENDING: The child will learn to analyze cvc trigrams into their component phonic sounds (using the Letter Sound and Phonic Analysis Skills) and to blend these sounds into the single sound of the word or syllable (using the Auditory Blending Skill).



He will learn to do this both for real words like "man" and "got" and nonsense syllables like "sup" so that he will be able to figure out syllables in words like "supper".

(2) SIGHT WORD RECOGNITION: The child will learn to recognize more than 30 useful sight words (e.g., "is" and "the") as well as an assortment of other sight words selected by the teacher.

(3) READING: The child will learn to read simple sentences composed of the phonic words and sight words he is learning.



He will begin to learn to answer questions about and to interpret what he has read.

(4) GENERALIZED WORD ATTACK: The child will begin to learn to try to figure out words that he has never seen before when he encounters an unfamiliar word in a sentence.

He will learn to apply Phonic Analysis and Blending to unfamiliar words of the cvc form. For example, suppose the child has not been taught to read the word "cab". When he encounters this word in the sentence:

"The man sat in a cab."

the child will learn to stop on this unfamiliar word, say the sounds (/c/, /æ/, /b/), and blend the sounds to make the word.

He will also learn to try out unfamiliar words that are not cvc trigrams. For example, if he encountered the word "head" in reading, he should say the sounds (/h/, /ɛ/, /æ/, /d/) and these sounds might help him to recognize the word as "head". Although the method for teaching the child to do this is not structured throughout Chapter 1, the skillful teacher will be prepared to show the child how this is done.

LEVEL 1

BEHAVIORAL OBJECTIVE #1 → LOOK-SAY Picture Identification

CONTENT: Pictures of: a man, a mat, a pan, a pat, and a fan.

> NOTE: These five pictures are provided here and may be cut from the book and pasted on index cards. You may, however, obtain the pictures from any source (magazines, books, etc.)

PURPOSE: There are two purposes in teaching the child to name these pictures.

1) These pictures symbolize some of the first words the child will learn to read. Experience in naming the pictures will help the child learn to read these words later.

2) The Look-Say behavior is an important part of learning to read. By practicing Look-Say responding with these simple pictures, the child will know what to do later with the more difficult Look-Say routines.

TEACHING PROCEDURE: Discuss each picture with the children. Try to get the children to relate them to experience. For example, you might ask, "Is your daddy a man?" When you are sure the children understand each picture, have them name the pictures as you show them.

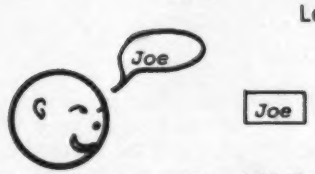
You may have the whole group chant the names as you show the pictures, but place primary emphasis on INDIVIDUAL RESPONDING. A good motivational technique for individual responding is to have each child in the group see how fast he can do all of the pictures. Another good technique is to jump around the group, getting each child to make only one response--motivating them by keeping them on their toes.

This phase of the lesson should only take a couple of minutes with most beginners. Do not waste time with extra drilling here, but be sure the children can do it before moving on.

> NOTE: IF A CHILD ENCOUNTERS DIFFICULTY. If a child has any trouble attaining this objective, do not move him to the next objective. He probably needs to develop his learning style. If he can name the pictures, but does it slowly and timidly, this is your chance to help him develop his self-concept as a "learner." Keep him working with pictures for as many days as he needs to develop confidence in himself. Give him plenty of PERSONAL PRAISE, especially when he makes a response with some confidence (e.g., "Right, Greg!! You are really learning how to do a good job.")

MASTERY: When the child can name all five pictures in rapid succession (i.e., in about 15 seconds) he has mastered this objective and is ready to proceed to Objective #2.

● BEHAVIORAL OBJECTIVE #2 → LOOK-SAY Name Identification



CONTENT: The child's own name and one other familiar name (teacher's name, the child's best friend, or any other familiar name.)

PURPOSE: To establish the basic Look-Say behavior with printed matter. We start with familiar names since these are very easy for the child to remember.

TEACHING PROCEDURE: When introducing the child's name, carefully instruct the children as to what you are doing and what you want them to do.

Example: "Now I am writing Greg's name on this card (blackboard, chart, or whatever you are using.)"

Show the card (or point to the name) and say, "When I show you this name, you just say Greg, OK?... Now let's try it." Then show him the name. If he does not say it immediately, tell him again that you want him to say "Greg" when you show it to him.

When you are doing this with a small group, do not waste too much time with a child who has trouble. Simply remember that he needs some help and give it to him on an imdividual basis later.

In small groups, some of the children will readily learn several of the names of the other children. You may call on these children to read any name you are relatively sure they can read. But the main objective here is simply that each child can read his own name and one other name -- this is the thing to stress.

You will be sure that the child has attained this objective when he can read the two names when they are presented in drill with the pictures he learned to name in the first step.

MASTERY: When the child can reliably tell the difference between the two names, he is ready for the next objective.

● BEHAVIORAL OBJECTIVE #3 → AUDITORY BLENDING

CONTENT: /m/ ... /an/ = /man/
/m/ ... /at/ = /mat/

PURPOSE: To establish blending for the first two words the child will learn to handle with phonic skills.

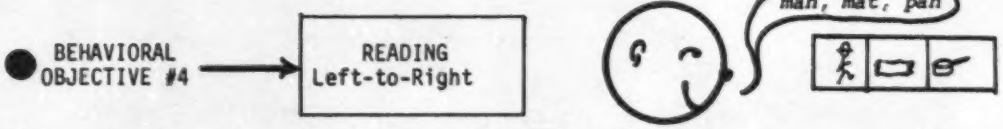
> NOTE: We are not yet teaching the phonic skills here; we are only teaching the blending skills; we are not working with printed words or letters.

TEACHING PROCEDURE: Here is one method for teaching blending:

Place the pictures of the man and the mat before the children. Say, "Listen, I am going to say one of these words. Listen, /m/ ... /an/. Which word did I say the sounds for?"

If the children have any difficulty, help them by saying, "Listen, /m/ ... /an/ sounds like /man/, doesn't it? Now, let's try it again. What word do these sounds make? /m/ ... /an/."

Continue until the children can reliably identify which of the two words you are saying (mat or man). Then remove the pictures and continue the drill until each child has made a couple of correct responses.



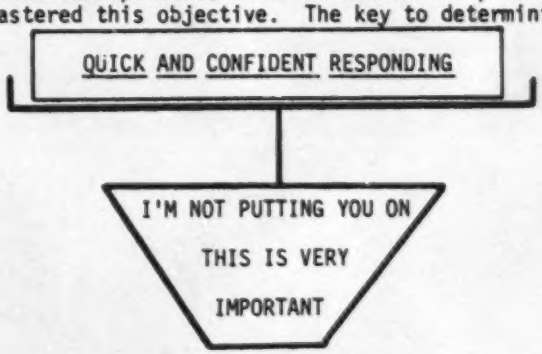
CONTENT: The pictures and names from Objectives #1 and #2.

PURPOSE: To establish looking at images in left-to-right order which is a basic behavior necessary for reading.

TEACHING PROCEDURE: This is a relatively simple thing for most children to learn, and your teaching procedure should be equally simple. Place three cards with pictures in a row and show the children what you want them to do: "Look, here is the man, the mat and the pan (naming each picture as you place it in order). Now, when you name all of these pictures, do it like this, 'man, mat, pan' (pointing to each picture as you name it). Now, Greg, you try it. Remember, start here (you point to the first picture for him)."

When all of the children in the group understand, mix the pictures up and call on children to name the pictures in order. Then add a name or two to the routine and let them do it with pictures and the names.

MASTERY: When the child can name pictures in order without help identifying which picture to name first, he has mastered this objective. The key to determining mastery is



LEVEL #2

● BEHAVIORAL OBJECTIVE #1 → LOOK-SAY Phonic Sounds

CONTENT: New: (Printed Letters) m an

Old: (Pictures) man, mat, pan, pat, fan

PURPOSE: To establish Look-Say associations between the printed images (m and an) and their corresponding phonic sounds (/m/ and /an/).

> NOTE: These two sounds are taught first because they will be used in Level #3 to teach the word "man", but we are not yet teaching the word "man", so do not show the children the printed word until Level #3.

TEACHING PROCEDURE: Begin the lesson with the pictures used in Level #1. This step is mainly to give the children confidence and should not take more than about a half-minute.

Show the printed letter "m" and explain that the letter makes the sound /m/.

> NOTE: If you are not sure how to pronounce any of the sounds in this program, get help from a fellow teacher, but make sure you can pronounce the sounds comfortably yourself before you try to teach them.

Have the children repeat the sound a couple of times and then continue the drill established in step (a), mixing the printed letter with the pictures.

When the children are quick and sure with "m", continue by introducing "an" exactly as you introduced "m". Have the children repeat the sound a few times, and then include it in the drill routine.

> NOTE: If the children begin to confuse "m" and "an", stop the lesson. When you give the next Level #2 lesson with these children, make sure they are very strong in responding to "m" before you introduce "an".

BEHAVIORAL OBJECTIVE #2 → AUDITORY BLENDING

CONTENT: /m/ ... /an/ = /man/
/m/ ... /at/ = /mat/

NOTE: This is exactly the same objective for Auditory Blending described in Level #1 (Objective #3). Since the children have previously learned to blend these two words, this objective should pose no difficulty. Simply give the children a minute or two practice.

BEHAVIORAL OBJECTIVE #3 → READING Left-to-Right

CONTENT: Same as that for Objective #1

NOTE: The behavior and most of the content for this objective is the same as that described for Objective #4 of Level #1. Only the "m" and the "an" are new, so this objective should pose no special difficulty.

Of course, this is the first time the children have seen these new letters in a series of pictures, so do not be surprised if you need to help them by reminding them what the sounds are.

You may extend the ordered series to include 5 or 6 pictures and letters. Make sure the children have fun doing this and remember that you may help them use their fingers to point to each one as they say it.

MASTERY: Make sure the children can name the pictures and say the sounds in order and with confidence. Trouble with this objective may indicate that you failed to do enough work with Objective #1.

LEVEL 3

● BEHAVIORAL OBJECTIVE #1 → LOOK-SAY Phonic Sounds

NOTE: This is exactly the same as Objective #1 for Level 2, so it should simply constitute a quick review.

● BEHAVIORAL OBJECTIVE #2 → AUDITORY BLENDING

NOTE: This is exactly the same as Objective #2 for Level 2, so it should simply constitute a quick review.

If a child has any difficulty doing either of these first two objectives, he should not be given the routine for Objective #3 described next. He probably still needs more work with Level 2.

● BEHAVIORAL OBJECTIVE #3 → PHONIC ANALYSIS AND BLENDING

CONTENT: Mastering this objective requires the child to learn to see the printed word "man" as composed of the two phonic sounds he knows (/m/ and /an/) and to relate these two sounds to the Auditory Blending he has been doing. (i.e., He knows the sounds /m/ ... /an/ make the word "man".)

TEACHING PROCEDURE:

NOTE: In this procedure, you first teach the children to respond to the phonic sounds in the printed word "man". Follow the procedure suggested here unless you already know a better approach.

Teach the children to respond to the sounds in order when they are visually separated, either like this:

m an

or like this:

m	an

Make sure the children are looking at the first letter as they say "m" and at the last two as they say "an". Simply saying the sounds "m...an" in a rote fashion is NOT the objective here. The child must look at each part as he says it. Pointing may help establish this for sure.

Now show the child the whole, undivided word "man" (this should be the first time he has seen the printed word) and show him that the letters make the sounds /m/ and /an/. Have each child say the sounds in order as they point to each part.

As soon as the children can say the sounds in order, see if they can guess what the word is. You can prompt them by recalling that it is the word they say when you give them the sounds /m/ ... /an/ (i.e., recall the Auditory Blending skill they have established for this word.)

As soon as the children can analyze and blend the word "man", have them respond by just saying the word (without first saying the sounds). This step is done to establish that it is a word and that the sounds are only a help to figure out the word. This is done by simply showing them the printed word "man" and telling them, "This time I just want you to read the word." If they say the sounds first, explain that they have said the sounds but that you want them to just say the word.

● BEHAVIORAL OBJECTIVE #4 → READING Left-to-Right

TEACHING PROCEDURE: This objective is the same as Objective #3 of Level 2, except that you should use only the printed letters and the printed word "man". A good series for left-to-right order behavior might be:

man	m	man	an	m	an	man

This step can be fun if the children can learn to establish a rythym in responding. They should be REQUIRED to point to each element in order as they say it. This will help you to make sure that they are really looking at each element and not simply memorizing the series. When they can do it well with the pointing, then you may encourage them to do it without pointing.

LEVEL 4

● BEHAVIORAL OBJECTIVE #1 → **LOOK-SAY Phonic Sounds**

CONTENT: New: (Printed Letters) at

Old: (Printed Letters) m an

PURPOSE: To teach the sound to associate with "at". The child will identify this as a part of the word "mat" in Objective #3 of this level, but in teaching the association for this objective, the word "mat" is not a part of the procedure. Wait for Objective #3 before showing the word "mat".

TEACHING PROCEDURE: Show the children the printed letters "at", tell them the sound /at/, and have them repeat it a few times. Then drill them with the three elements, "m", "an" and "at".

● BEHAVIORAL OBJECTIVE #2 → **AUDITORY BLENDING**

CONTENT: /m/ ... /an/ = /man/
/m/ ... /at/ = /mat/

> NOTE: This is the same objective and content that they have been doing for the past three levels, so it should pose no difficulties. However, be certain that there is no problem with this objective before continuing to Objective #3 of this level.

● BEHAVIORAL OBJECTIVE #3 → **PHONIC ANALYSIS AND BLENDING**

CONTENT: New: (Printed Word) mat

Old: (Printed Word) man

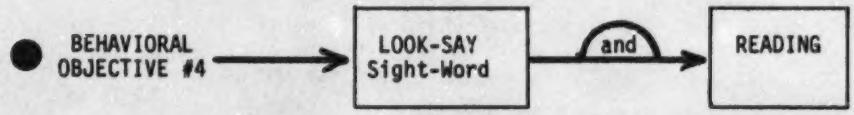
TEACHING PROCEDURE: Teach the children to break the printed word "mat" into its two parts, "m" and "at". You should be able to do this simply by covering the last two (at) while the child says the first sound, and covering the first letter (m) while the child says the sound of the last two. If this does not seem to work, you may use the procedures described in this step for Level 3.

As soon as the children have successfully analyzed the word "mat", they may spontaneously tell you the word -- this is exactly what we are looking for. If this occurs, be sure you let them know that they have understood something very important about reading. If they do not come up with the word, you help them by recalling what they said when you said "m.. ..at".

Drill for only a few responses with the two words "man" and "mat", having the children say the sound parts and then read the word.

> NOTE: The most frequent problem at this step is that some children stop really analyzing the words and start saying a sound chain (e.g., "m, an, man") without really looking at each sound part as they say it. Make sure that the children understand and DO look at each sound part before saying it.

When the children can quickly say the sounds before reading the word, then have them make two or three responses in which they simply read the word, without first saying the sounds.



CONTENT: the mat the man

PURPOSE: To teach the child a vital word for reading meaningful sentences. In the next few levels more such Sight-Words will be added and the child will begin to read simple sentences.

TEACHING PROCEDURE: First introduce the word "the" for meaning-- before showing the printed word. Try to tie in with the children's normal speech by using examples with which they are familiar (e.g., Have them say sentences emphasising "the". "THE book is on THE desk. THE game is on THE shelf." etc.)

When you are sure they understand what you mean by "the", write the words "the man" on a card (blackboard, paper, etc.) and show them how to read it. For example:

"Look, this says 'the man'." (point to each word as you say it)

Have a couple of the children try it; make sure they point to each word as they say it. You should be careful that the children do not simply memorize what you are saying and repeat it without really looking at each word. Pointing will avoid this problem.

Repeat this with "the mat" and then do a short drill using four cards: "the man", "the mat", "man", "mat". Using all four will insure that the children are really looking at the new word "the" when it appears.

Give Test B before starting Level 5

LEVEL 5

● BEHAVIORAL OBJECTIVE #1 → LOOK-SAY Phonic Sounds

CONTENT: New: s

Old: m an at

TEACHING PROCEDURE: Simply tell them how to make the sound for "s" and let them say the sound a few times. Then drill for a minute or so with all four elements ("s", "m", "an", "at").

> NOTE: The children should have no trouble with the old elements ("m", "an", "at"). If they do have any difficulty with these old elements, DO NOT CONTINUE WITH THIS LEVEL. Go back to Level 4 and let them practice with "mat" and "man".

● BEHAVIORAL OBJECTIVE #2 → AUDITORY BLENDING

CONTENT: New: /s/ ... /at/ = /sat/

Old: /m/ ... /an/ = /man/
/m/ ... /at/ = /mat/

TEACHING PROCEDURE: Introduce the word "sat" for meaning. Make sure the children understand what word they are saying. Encourage them to say a sentence with the word "sat" (e.g.,"I sat in the chair.") Do not spend much time with this step. Most children should understand the word almost immediately.

Tell the children how to blend the sounds /s/ ... /at/ to make the word "sat" and then drill them in Auditory Blending with the previously learned auditory blends.

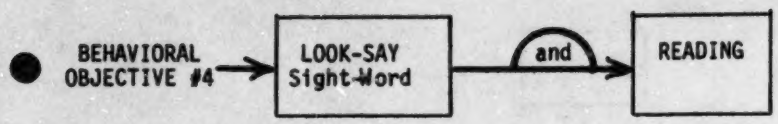
● BEHAVIORAL OBJECTIVE #3 → PHONIC ANALYSIS AND BLENDING

CONTENT: New: (Printed Word) sat

Old: (Printed Word) man mat

TEACHING PROCEDURE: By this level, the task of phonic analysis (i.e., saying the sounds) may require no teaching. Show the children the printed word "sat" and ask them to say the sounds. They will probably get it right away, but always be prepared to teach (using any technique, or the one outlined in Level 3) them how to analyze this new word.

A short simple drill in Phonic Analysis and Blending with all three phonic words ("man", "mat" and "sat") should be sufficient here, but be prepared to do some teaching if the children have any trouble. ALWAYS LET THE CHILDREN BE YOUR GUIDE IN DECIDING NOW MUCH TIME TO SPEND ON ANY PARTICULAR LESSON STEP.



CONTENT: on the mat

on the man

The man sat.

The man sat on the mat.

> NOTE: The content outlined for this section is merely a suggestion. You may construct any combination of words that you know the children can read. For example, the children should still be able to read their names, and so a child whose name is Joe should be able to read the sentence:
>
> Joe sat on the mat.
>
> (or)
>
> The man sat on Susan.
>
> If your children happen to be able to read other words not yet covered in the program, of course, you should also include these when you are making up sentences.

TEACHING PROCEDURE: The new word for this level is "on". Most children should have a good understanding of this word from previous language training, so the job of making sure they understand the word before introducing it for reading should be relatively simple.

When you are sure they understand the word, write it in a series with other words they know (e.g., "on the mat") and show them how to read it, just as you did for the word "the" in Level 4. Give them a few different phrases to read with the word "on", and then continue the lesson having the children read various phrases and sentences (see the suggestions under CONTENT above).

> NOTE: This reading exercise will include a few capital letters (O, T, M) which the children may not yet have studied. However, most should be simple ones (e.g., the capital and lower case "o"'s are almost exactly alike) and may only require that you tell the child they are the same letter. If they know it already, fine; but be ready to do some teaching here.
>
> The 'period' is also included here for the first time. As each new punctuation mark arises in future levels, show the children how to change their voice to read them. The 'period' is simple since it simply means to stop. There is no need at this point for an elaborate conceptual explanation of the 'sentence' or the 'period' as a part of the language structure. The important thing to teach here is what to do when the child gets to a 'period' in reading.
>
> You can make up any sentences you want. This includes ones that are 'not true' and ones that are nonsense. This type of

sentence provides an opportunity for the child to discover that the sentence is false (e.g., 'Mary sat on the man') or does not really make sense (e.g., 'The mat sat on the man.') The important thing to get across in this step is enjoyment. Be sure the children enjoy reading and talking about the sentences.

LEVEL 6

● BEHAVIORAL OBJECTIVE #1 → LOOK-SAY Phonic Sounds

CONTENT: New: p

Old: m s at an

TEACHING PROCEDURE: You should have no difficulty teaching new phonic sounds by this time. However, watch out for children who have difficulty with the Old Content. This is a danger sign. It means they are not ready for this level and should be receiving instruction at an earlier level.

● BEHAVIORAL OBJECTIVE #2 → AUDITORY BLENDING

CONTENT: New: /p/... /an/ = /pan/
/p/... /at/ = /pat/

Old: /m/ ... /an/ = /man/
/m/ ... /at/ = /mat/
/s/ ... /at/ = /sat/

TEACHING PROCEDURE: If the children are really good at blending the sounds for the three old words, they should have no trouble with the two new ones. However, since you have pictures to symbolize these words, you may use the procedure given in Level 1, using pictures to teach the Auditory Blending.

WARNING: It is very important that the Auditory Blending be completely mastered before proceding to the Phonic Analysis and Blending of "pan" and "pat". Do not proceed until all difficulties with Auditory Blending have been settled.

● BEHAVIORAL OBJECTIVE #3 → PHONIC ANALYSIS AND BLENDING

CONTENT: New: (Printed Word) pan pat

Old: (Printed Word) man mat sat

TEACHING PROCEDURE: The children should have no trouble analyzing the new words "pat" and "pan". However, if they do, this may mean that they have not properly learned to analyze even the old words. Be prepared to provide some training with the visual analysis (see Level 3, Objective #3).

If, after correctly analyzing one of the new words, a child cannot figure out what the word is, you may have failed to give him sufficient training with the Auditory Blending of the new words. Be prepared to go back to Objective #2 with children who have trouble blending after analyzing a new word.

CONTENT: is

MODEL SENTENCES: (These are provided merely as a guide for some possible sentences you may give them to read. You should make up your own sentences -- you know what sentences should provide the most enjoyment for the children -- you know what they like.)

Is Pat on the mat?
The man sat on the pan.
The mat is on the pan.
The man is on the mat.

TEACHING PROCEDURE: The primary point to be remembered in teaching each new Sight-Word is to make sure the children understand what the word is and how they, themselves, use it before showing them the printed word to read.

Give a few short phrases with the new word "is" before proceeding to longer sentences.

After a child has successfully read a sentence, remember to praise him handsomely. He is really learning to read. That is great.

NOTE: You may begin using the question mark here. Just show them how to read a question mark (i.e., show them what to do with their voice).

IN LEVELS 5 AND 6, YOU HAVE BEEN FOLLOWING A FOUR STEP PROCEDURE IN TEACHING THE CONTENT AT EACH LEVEL:

1) Teach new letter sounds
2) Teach Auditory Blending for new phonic words
3) Teach Phonic Analysis and Blending for new phonic words
4) Teach new Sight-Words and give a reading exercise

ALL FUTURE LEVELS WILL CONTINUE THE SAME FOUR STEP ROUTINE. THEREFORE, NO TEACHING PROCEDURES WILL BE GIVEN FOR FUTURE LEVELS. SIMPLY CONTINUE USING YOUR ESTABLISHED PROCEDURES AND IMPROVING THEM.

MEMORIZE THESE FOUR STEPS

LEVEL 7

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	f	p m s at an
#2 - AUDITORY BLENDING	/f/../an/ = /fan/ /f/../at/ = /fat/	/p/../an/ = /pan/ /p/../at/ = /pat/ /s/../at/ = /sat/
NOTE: The Auditory Blending of "man" and "mat" are not included in this exercise simply because the child should have had plenty of practice with them. You may, however, include them in the exercise if you wish.		
#3 - PHONIC ANALYSIS AND BLENDING	fan fat	pan pat sat
#4 - LOOK-SAY Sight Word and READING	I am	

MODEL SENTENCES

I am (child's name).
I am on the mat.
I am the fan.
I am the fat man.
I am Pat.
I am fat.
I am Pat, the fat man.

Remember, the model sentences are just suggestions. You should make up the sentences that are most appropriate for your children.

Give Test C before Level 8

LEVEL 8

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	it	p, f, an, at
#2 - AUDITORY BLENDING	/p/../it/ = /pit/ /f/../it/ = /fit/	/p/../an/ = /pan /f/../an/ = /fan/ /p/../at/ = /pat/ /f/../at/ = /fat/

BEHAVIORAL OBJECTIVE	CONTENT New	Old
#3 - PHONIC ANALYSIS AND BLENDING	pit fit	pan fan pat fat
#4 - LOOK-SAY Sight Words and READING	and	

MODEL SENTENCES

The man and the fan sat on the mat.
Am I fat? Am I on the mat?
I am the fat man and I am on the mat.
I am at the pit.
The man fit the pan.

LEVEL 9

NOTE: In Level 9 we are only teaching two new phonic words and no new phonic sounds. This is your opportunity to make sure the children are proficient with all of the content taught in all of the earlier levels before going on to Level 10.

BEHAVIORAL OBJECTIVE	CONTENT New	Old
#2 - AUDITORY BLENDING	/m/../it/ = /mit /s/../it/ = /sit/	All phonic words from Levels 1-8
#3 - PHONIC ANALYSIS AND BLENDING	mit sit	All phonic words from Levels 1-8
#4 - LOOK-SAY Sight-Words and READING	did	

MODEL SENTENCES

Did the man sit on the mat?
Did the mit fit the man?
The mit fit the man and the man sat on the mat.

WORD DRILL #1

Before going on with Level 10, make sure the children are good with the Sight-Words you are teaching. Put these words and phrases on cards and give daily drills until the children are making quick and confident responses.

the man	on the mat	the mat
I am	and	I sit
did it fit	I did sit	

LEVEL 10

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	c	p f at an
#2 - AUDITORY BLENDING	/c/../at/ = /cat/ /c/../an/ = /can/	/p/../at/ = /pat/ /f/../at/ = /fat/ /p/../an/ = /pan/ /f/../an/ = /fan/
#3 - PHONIC ANALYSIS AND BLENDING	cat can	pat pan fat fan
#4 - LOOK-SAY Sight-Word and READING	they	

MODEL SENTENCES

Can the cat and the man sit on the mat?
They can! They can! They can sit on the mat.
Did the man sit on the can?
Did the cat sit on the can?
The man sat and the cat sat.
They sat on the can.

NOTE: Remember, you may make sentences of any words the children have learned so far. This would be a good time to have the children begin making up their own sentences. You can help them by directing them to the words they already know.

LEVEL 11

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	r	p it at an
#2 - AUDITORY BLENDING	/r/../at/ = /rat/ /r/../an/ = /ran/ /r/../it/ = /rit/*	/p/../at/ = /pat/ /p/../an/ - /pan/ /p/../it/ = /pit/
#3 - PHONIC ANALYSIS AND BLENDING	rat, ran, rit*	pat, pan, pit
#4 - LOOK-SAY Sight-Word and READING	are	

MODEL SENTENCES

The rat and the cat ran. They ran and sat on the mat.
The man sat on the mat. The cat sat on the mat.
The rat sat on the mat.
The man and the cat and the rat sat on the mat.
They are on the mat.

*The word "rit" is, of course, nonsense. The children must begin to learn to read nonsense syllables in order to sound out bigger words.

Give Test D before Level 12

LEVEL 12

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	h b	it at an r
#2 - AUDITORY BLENDING	/h/../it/ = /hit/ /h/../at/ = /hat/ /h/../an/ = /han/ /b/../it/ = /bit/ /b/../at/ = /bat/ /b/../an/ = /ban/	/r/../it/ = /rit/ /r/../at/ = /rat/ /r/../an/ = /ran/
#3 - PHONIC ANALYSIS AND BLENDING	hit, hat, han bit, bat, ban	rit, rat, ran

#4 -	LOOK-SAY Sight-Word and READING	he she

MODEL SENTENCES

The rat bit the cat.
He bit the cat and ran.
The cat ran. She ran at the rat.
She bit the rat.

NOTE: There are six new phonic words at this level, but the children should have developed their blending skills to the point that these should pose no special problems. However, be prepared to give extra drilling with these words or to reduce the number of new words. The four words, "hit", "hat", "bit", and "bat" would be enough if the children have trouble with all six.

LEVEL 13

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	ip ap	h b r c
#2 - AUDITORY BLENDING	/h/../ip/ = /hip/ /s/../ip/ = /sip/ /r/../ip/ = /rip/ /b/../ip/ = /bip/ /c/../ap/ = /cap/ /r/../ap/ = /rap/ /m/../ap/ = /map/ /h/../ap/ = /hap/	
#3 - PHONIC ANALYSIS AND BLENDING	hip, sip, rip, bip cap, rap, map, hap	
#4 - LOOK-SAY Sight-Word and READING	to in	

MODEL SENTENCES

The cat and the bat ran to the pan.
They ran to the pan and sat in the pan.
The happy hippy ran to the bippy.
Can the happy hippy sit in the bippy?
He can. He can. He can sit in the bippy.

see notes on next page

NOTE: The Model Sentences include words that end in "py" which the children have never been taught. You may help them figure out the words. They can figure out the first syllable and you can tell them the rest.

NOTE: The word "bippy" is nonsense and can mean anything. Let the children discuss this and decide what a "bippy" is.

NOTE: Here are some syllables the children may be able to figure out on their own:

mip pap fip sap

Try them out with these words. Make a game of figuring out what these words are. You may be surprised at how quickly they can do it.

LEVEL 14

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	t n	ip ap an
#2 - AUDITORY BLENDING	/t/../ip/ = /tip/ /t/../ap/ = /tap/ /t/../an/ = /tan/ /n/../ip/ = /nip/ /n/../ap/ = /nap/ /n/../an/ = /nan/	
#3 - PHONIC ANALYSIS AND BLENDING	tip, tap, tan nip, nap, nan	
#4 - LOOK-SAY Sight-Word and READING	not	

MODEL SENTENCES

Did the cap fit Nan? It did not.
Did the cap fit the rat? It did not.
Did the cap fit the cat? It did not.
Did the cap fit Pat? It did.
The cap fit Pat.
It did not fit Nan. It did not fit the cat. It did not fit the rat.
It fit Pat. It did. It did fit Pat.

see note on next page

NOTE: Here are some more syllables the children can play with figuring out:

tat nat nit

And even though they have only learned "in" as a Sight-Word, they may be able to figure out these words and syllables:

pin tin bin rin fin

WORD DRILL #2

Before moving on to Level 15, make sure the children are good with the Sight-Words you are teaching. Put these words and phrases on cards and give daily drills until the children are making quick and confident responses.

they	are they fat	are
he and she	she and he	to the man
in the pan	he is not	

IMPORTANT

SPECIAL NOTE

Beginning with Level 15, you are going to teach the children to analyze the phonic words into each individual letter. When they say the sounds for the word "mat", for example, they should say /m/, /ă/, /t/.

To help prevent any problems you may have in helping the children make this transition, Level 15 is given in the same detail used in the first few levels.

Give Test E before Level 15

LEVEL 15

BEHAVIORAL OBJECTIVE #1 → LOOK-SAY Phonic Sounds

CONTENT: New: a i

Old: t n p h

TEACHING PROCEDURE: Teach these two new sounds as you would teach any other letter sounds. These are the short vowels and may cause some children to have difficulty in pro-

nouncing them.

DO NOT PRESS THE CHILDREN TO PRONOUNCE THE VOWEL EXACTLY RIGHT.

The vowels must be pronounced with the throat RELAXED. If you press a child to improve his pronounciation, this will cause him to TIGHTEN his throat and it will interfere with the correct pronounciation.

Simply be certain that you are pronouncing the two vowels properly. If a child has any difficulty with pronounciation, let it go; listen each time he says it, and if he ever comes close, let him know it:

"I like the way you said it that time."

"That was very nice."

● BEHAVIORAL OBJECTIVE #2 → AUDITORY BLENDING

CONTENT:

/s/ ... /ĭ/ ... /t/	=	/sit/
/r/ ... /ĭ/ ... /p/	=	/rip/
/m/ ... /ă/ ... /t/	=	/mat/
/n/ ... /ă/ ... /p/	=	/nap/
/p/ ... /ĭ/ ... /n/	=	/pin/
/f/ ... /ă/ ... /n/	=	/fan/

TEACHING PROCEDURE: You should have no special difficulty teaching the children to blend three sounds. But you must be aware that this is what you are teaching in this level. Only the word "pin" is new, so the children can concentrate on the process of blending three sounds instead of two.

● BEHAVIORAL OBJECTIVE #3 → PHONIC ANALYSIS AND BLENDING

CONTENT: sit mat rip nap pin fan

TEACHING PROCEDURE: Since most of these words are very familiar to the children, you should concentrate on teaching them how to break the word into three letter sounds (as opposed to the first and last two).

Simply make sure that the children understand how to do this. Once they are good with these words, you may try them with any of the words that they have learned in previous levels.

● BEHAVIORAL OBJECTIVE #4 → LOOK-SAY Sight-Words → and → READING

CONTENT: no yes

MODEL SENTENCES:

Are Pat and Nan in the pit?
No, they are not in the pit.
Are they on the mat?
Yes, Pat and Nan are on the mat.

see note on next page

NOTE: Remember, these Model Sentences are merely suggestions. You are in a much better position to make up sentences for the children to read than is the author of this program. The children may already be reading many other words not included in this program. You should know what other words your children can read and include them in the sentences you write for them to read.

LEVEL 16

BEHAVIORAL OBJECTIVE	CONTENT New	Old
#1 - LOOK-SAY Phonic Sounds	g	i a t b
#2 - AUDITORY BLENDING	/t/../ĭ/../g/ = /tig/ /t/../ă/../g/ = /tag/ /b/../ĭ/../g/ = /big/ /b/../ă/../g/ = /bag/ /p/../ĭ/../g/ = /pig/ /p/../ă/../g/ = /pag/	
#3 - PHONIC ANALYSIS AND BLENDING	tig, tag, big bag, pig, pag	
#4 - LOOK-SAY Sight-Words and READING (Programmed) (Selected)	my, his, her (1)_____ (2)_____	

MODEL SENTENCES

The big fat pig sat on my cap.
Is Nan's cat in the bag? No, her cat is not in the bag.
It is Pat's pig. Pat's pig is in the bag.

NOTE: The blank spaces are for you to write in Sight-Words that you would like to teach the children. You may choose the words on any basis. They may be:

words you would like to use for making up sentences; like, "boy", "girl", "little", etc;

words related to something you are studying in some other curriculum area. For example, you might give the word "postman" related to Social Studies;

you may choose on any basis; you may even ask the children what words they would like to learn to read.

see note on next page

NOTE: The possessive forms "Nan's" and "Pat's" are included in the Model Sentences. Let the children read these or similar sentences with possessive forms and see if they can figure out what they mean. This will begin to teach the children to attack problems in reading for which they have not received instruction, and will help them in becoming independent readers.

Remember, you may include any problems similar to the possessive forms in the sentences for reading. Helping the children figure out how to read through these problems will always be helpful and instructive.

LEVEL 17

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	z	g a i p
#2 - AUDITORY BLENDING	/z/../ĭ/../g/ = /zig/ /z/../ă/../g/ = /zag/ /z/../ĭ/../p/ = /zip/ /z/../ă/../p/ = /zap/	
#3 - PHONIC ANALYSIS AND BLENDING	zig, zag, zip, zap	
#4 - LOOK-SAY Sight-Words and READING (Programmed) (Selected)	a, see, saw (1)_____ (2)_____	

MODEL SENTENCES

Did she see a cat in my hat?
Yes, she saw the cat. No, she did not see a hat.
She saw no hat on the cat.

NOTE: Now that you are selecting words to teach the children, it becomes especially important that you make up sentences for the children to read. Do not rely on the Model Sentences. Now they are included only to demonstrate ways you can present problems to the children to help them learn to figure things out for themselves.

WORD DRILL #3

Before moving on to Level 18, make sure the children are good with the Sight-Words you are teaching. Put these words and phrases on cards and give daily drills until

the children are making quick and confident responses.

no	did not sit	yes
I am not	in my bag	to his cat
her fan	it is not	he saw
she saw	to a pig	to the pig
see a man	see the fan	

LEVEL 18

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	d	i a b h
#2 - AUDITORY BLENDING	/d/../ĭ/../d/ = /did/ /d/../ă/../d/ = /dad/ /h/../ĭ/../d/ = /hid/ /h/../ă/../d/ = /had/ /b/../ĭ/../d/ = /bid/ /b/../ă/../d/ = /bad/	
#3 - PHONIC ANALYSIS AND BLENDING	did, dad, hid had, bid, bad	
#4 - LOOK-SAY Sight-Words and READING (Programmed) (Selected)	who put (1)_____ (2)_____	

MODEL SENTENCES

Who hid the hat in the pan? Who put the pan on the mat?
I put the pan on the mat. I did not put the hat in the pan.
It was the bad man. He hid the hat in the pan.

NOTE: If the children enjoy figuring out words and syllables, you can make up a bunch that they have not been taught in lessons. See if they can figure out these:

dit dip pad din dan zad zit pid

And here are some that are even harder:

mib zam tif daz gaf fiz

Try your hand at making up some syllables for them to figure out.

Give Test F before Level 19

LEVEL 19

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	v j	a i g d
#2 - AUDITORY BLENDING	/v/../ĭ/../m/ = /vim/ /v/../ă/../m/ = /vam/ /j/../ĭ/../g/ = /jig/ /j/../ă/../g/ = /jag/ /v/../ă/../t/ = /vat/ /j/../ă/../m/ = /jam/	
#3 - PHONIC ANALYSIS AND BLENDING	vim, vam, jig jag, vat, jam	
#4 - LOOK-SAY Sight-Words and READING (Programmed) (Selected)	where here (1)_____ (2)_____	

MODEL SENTENCES

Where is my cap? I see a cap. It is in the jam.
It is my cap. Here is my cap in the jam.
Where is the cat? Here is the cat. He is on the mat.
Where is the rat? Here is the rat. He is in my hat.

NOTE: Here is a nonsense poem the children may enjoy:

Vim, vam, vig,
The jam is on the pig.
Bim, bam, bat,
The jam is on the cat.

If they like it, you can make up more nonsense poems for them. You will be a poet and the children will be readers.

LEVEL 20

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	w l	v j d

#2 - AUDITORY BLENDING	/w/../ĭ/../n/ = /win/ /w/../ă/../m/ = /wam/ /w/../ă/../p/ = /wap/ /l/../ĭ/../m/ = /lim/ /l/../ĭ/../p/ = /lip/ /l/../ă/../p/ = /lap/
#3 - PHONIC ANALYSIS AND BLENDING	win, wam, wap lim, lip, lap
#4 - LOOK-SAY Sight-Words and READING (Programmed) (Selected)	that this (1)____ (2)____

MODEL SENTENCES

Where is my cat? Is that my cat?
No, that cat has jam on his back. My cat did not have jam on his back. That is not my cat.
I see my cat. That is my cat. My cat is the cat in the hat. That cat is in a hat. That is my cat.

NOTE: In the Model Sentences are the words "has" and "back". The children have not had these words, but they know enough about letter sounds to figure them out. Help them figure out the words if they have any trouble reading them.

Remember, the more words you give them to figure out while they are reading, the more they will learn about how to read by themselves. Help them to become independent readers.

WORD DRILL #4

Before moving on to Level 21, make sure the children are good with the Sight-Words you are teaching. Put these words and phrases on cards and give daily drills until the children are making quick and confident responses.

who is that	where is she	put this here
where	here	who saw it
is that my cat	in this bag	this is not it
in that bag	who is there	that is not

LEVEL 21

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	u	a i
#2 - AUDITORY BLENDING	/b/../ŭ/../t/ = /but/ /f/../ŭ/../n/ = /fun/ /r/../ŭ/../n/ = /run/ /m/../ŭ/../d/ = /mud/ /r/../ŭ/../b/ = /rub/ /b/../ŭ/../g/ = /bug/	
#3 - PHONIC ANALYSIS AND BLENDING	but, fun, run mud, rub, bug	
#4 - LOOK-SAY Sight-Words and READING (Programmed) (Selected)	there (1)____ (2)____ (3)____	

MODEL SENTENCES

There is the rug. The rug is in the mud.
There is my cat. My cat is on the rug in the mud.
There is her hat. Her hat is on my cat on the rug in the mud.
There is his bug.
His bug is on her hat on my cat on the rug in the mud.

LEVEL 22

BEHAVIORAL OBJECTIVE	CONTENT New	CONTENT Old
#1 - LOOK-SAY Phonic Sounds	o	u i a
#2 - AUDITORY BLENDING	/d/../ŏ/../t/ = /dot/ /f/../ŏ/../g/ = /fog/ /j/../ŏ/../b/ = /job/ /m/../ŏ/../p/ = /mop/ /h/../ŏ/../t/ = /hot/ /t/../ŏ/../p/ = /top/	
#3 - PHONIC ANALYSIS AND BLENDING	dot, fog, job mop, hot, top	

#4 - LOOK-SAY Sight-Words and READING (Programmed) (Selected)	will (1)____ (2)____ (3)____

MODEL SENTENCES

Bob got a mop and he put it in the mud.
Dot got the mop in the mud and put it on the rug.
Ug! Ug! Ug! The mud is on the rug.
Mom will be mad if she sees the mud on the rug.

Why will mom be mad?
Who will mom be mad at?

NOTE: The children can read enough words by now that they can begin to read questions about sentences you give them to read. Try it. You will see how easy it is to write questions that they can answer.

LEVEL 23

BEHAVIORAL OBJECTIVE	CONTENT New	Old
#1 - LOOK-SAY Phonic Sounds	e	u o i a
#2 - AUDITORY BLENDING	/b/../e/../t/ = /bet/ /p/../e/../t/ = /pet/ /r/../e/../d/ = /red/ /b/../e/../d/ = /bed/ /l/../e/../g/ = /leg/ /p/../e/../g/ = /peg/	
#3 - PHONIC ANALYSIS AND BLENDING	bet, pet, red bed, leg, peg	
#4 - LOOK-SAY Sight-Words and READING	what with	

MODEL SENTENCES

I have a pet. I got my pet with a rod. My pet is wet. He is wet, wet, wet! Who can tell what my pet is?

I have a pet. My pet can hop, but he cannot run. He can get a bug. Who can tell what my pet is?

I have a pet. My pet can run and jump. He bit a rat. Who can tell what my pet is?

see note on next page

NOTE: The children may not have had several of these words, (e.g., "have", "cannot") but they can figure them out with your help.

Remember to give them words that they can figure out when you are writing sentences for them to read.

WORD DRILL #5

Before moving on to Level 24, make sure the children are good with the Sight-Words you are teaching. Put these words and phrases on cards and give daily drills until the children are making quick and confident responses.

will I run	who is there	what is that
who will sit	there he is	with this man
with my hat	she is with it	what is this
	who did what	

Give Test G before Level 24

LEVEL 24

Instead of teaching new sounds and words, in this level we simply want to make sure that the children can figure out any cvc trigram. Simply make up as many nonsense syllables as you can think of and work with the children until you are sure they can figure out any of the short vowel syllables that anyone might think of. Here are a few to get you started:

tup vep sim poz weg rom buf

Here's a motivating method of teaching the nonsense syllables. Make up a matrix like this one:

	eg	ag	og	ug	ig
w	weg	wag	wog	wug	wig
t	teg	tag	tog	tug	tig
p	peg	pag	pog	pug	pig
j	jeg	jag	jog	jug	jig

Simply have each child recite one row or column, then let them take over, instructing each other to read a row or column.

(Note: avoid using "c" and "g" in such a matrix for the initial consonant since the rule for the soft sounds for these letters has not yet been taught.)

Give Test H Before Chapter II

CHAPTER II

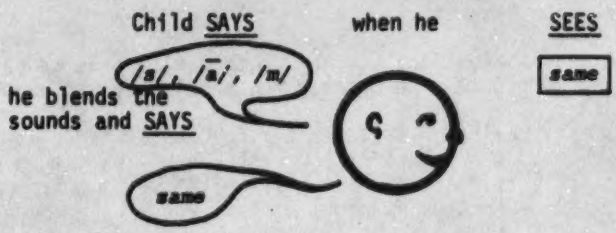
WORDS AND SYLLABLES WITH LONG VOWELS

INTRODUCTION: In this chapter, the child will learn to decode long vowel words and syllables.

(1) **LONG AND SHORT VOWEL DISCRIMINATION:** The child will learn that when a word ends in an "e", the vowel "says its name" (the long vowel sound):

(2) **AUDITORY BLENDING:** The child will learn to blend sound sequences containing long vowels:

(3) **PHONIC ANALYSIS AND BLENDING:** The child will learn to analyze and blend all cvce (consonant-vowel-consonant-silent "e") words and syllables.



(4) **SIGHT-WORD RECOGNITION:** The child will learn to recognize more than 25 different useful Sight-Words:

(5) **READING AND WORD ATTACK:** The child will continue to learn how to read more complex sentences and to attack more complex words.

LEVEL 1

● BEHAVIORAL OBJECTIVE #1 → LOOK-SAY Phonic Sounds → Discrimination between long and short "a"

CONTENT: In this level, you will teach the child to tell when the "a" makes the long sound and when it makes the short sound. The only way to tell is by seeing it in a word.

Make six word cards with the "a" boxed off so the child can see it easily:

h [a] t e	h [a] t
t [a] p e	c [a] p
s [a] m e	s [a] m

TEACHING PROCEDURE: Your objective here is to teach the child to say the long vowel sound (the letter name) when you show him a card with a word that ends in "e" (hate, tape, or same) and to say the short vowel sound (which he learned in Chapter I) when you show him a card with a word that does not end in "e" (hat, cap, or sam). You may use any procedure that works best for you. Here is a procedure that should work if you are not sure how to teach this skill:

(1) Using only the three short vowel cards, teach the children to say only the sound of the middle letter (the "a").

(2) Show them a long vowel word card. Explain that when the "e" appears at the end of a word, the sound the "a" makes is the same as its name.

A good motivational technique to use here is to call the "e" the "Magic 'e'" that makes the vowel "say its name".

(3) Simply drill the children mixing the six cards and having the children say only the sound for the "a". Do not have them say the words or any other letter sounds; for this objective we only want them to get the two vowel sounds straight.

● BEHAVIORAL OBJECTIVE #2 → AUDITORY BLENDING → Blending with the long "a" sound.

CONTENT: Notice that there is no "e" shown in the sounds you say to the child, since the "e" has no sound in these words. The "a" is marked with the long mark (/ā/) or the short mark (/ă/) that tells you which sound to say.

What you say to the child		What the child says
/c/ ... /ā/ ... /p/	=	"cape"
/c/ ... /ă/ ... /p/	=	"cap"

What you say to the child		What the child says
/g/ ... /ā/ ... /m/	=	"game"
/g/ ... /ă/ ... /m/	=	"gam"
/t/ ... /ā/ ... /p/	=	"tape"
/t/ ... /ă/ ... /p/	=	"tap"

TEACHING PROCEDURE: The children should need very little help learning to blend the sounds outlined for this level. But it is important that they get some practice blending these sounds before they apply their Phonic Analysis and Blending Skills on the long vowel words and syllables.

Simply drill them for a minute or two, mixing the blends outlined above to make sure the children know how to do it. In case they do have any trouble, be prepared to spend more than a couple of minutes on this objective. However, in most cases, the children will have no trouble and a few responses will suffice for this step.

● BEHAVIORAL OBJECTIVE #3 → PHONIC ANALYSIS AND BLENDING → For cvce and for cvc words and syllables.

CONTENT: Put these 12 words on cards (chart, blackboard or whatever you are using for teaching new words):

hate	hat	tape	tap	same	sam
cape	cap	game	gam	mate	mat

You may include other words that end in "ape", "ame", or "ate", but this should not be necessary.

TEACHING PROCEDURE: No special teaching procedure should be necessary for this objective. The children are already quite proficient at saying the sounds and blending the short vowel words. Just be sure that they:

(1) Say the correct sound for the "a" that goes with the word they are analyzing, and

(2) do not say a sound for the "e" at the end of the long vowel words.

Drill the children with the 12 word cards, having them "say the sounds" and "say the word" until they are quick and sure with the long vowel words. This may not take too long, but make sure they are good with this skill before beginning the Reading section of the lesson.

The children are ready for the next objective when they can make

QUICK *and* CONFIDENT

responses.

BEHAVIORAL OBJECTIVE #4 → READING → Reading cvce words in sentences

MODEL SENTENCES:

Sam is an ape. He has a hat and a cape.
Gam is his mate. She has a cap and a cape.
Sam sat on a mat. His mate, Gam, did the same.

* * *

Who is Sam? What is the name of his mate?

Does Sam have a cap? Does he have a cape?

Sam sat on a mat. What did Gam do?

Does Sam hate Gam?

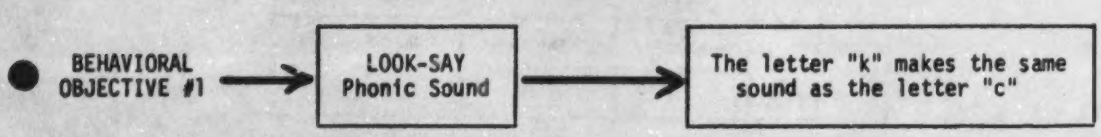
As usual, the Model Sentences are provided as suggestions. Although the little paragraph here may seem a bit boring, it should help the children manage the content in such standard tests as the Metropolitan. They should read the paragraph and then read and answer each question.

The last question requires an interpretation. We would expect, of course, that Sam does not hate Gam, since Gam is his mate, but you should discuss any answers the children give.

NOTE: The new sight-words are not given separately in this chapter as they were in Chapter I. It is VERY IMPORTANT that the children learn to attack any unfamiliar words they come to in reading. The Sight-Words that have not been specifically included in earlier parts of the program are underlined in the Model Sentences. This is to help you recognize the new words and be prepared to help the children try to figure them out.

Although the sounds they know for the letters in a word like "does" may not be enough for them to get the word, they should at least try the sounds and see what they come up with. Don't make them labor needlessly. If they don't get these words themselves fairly quickly, you just tell them, but be sure they at least try.

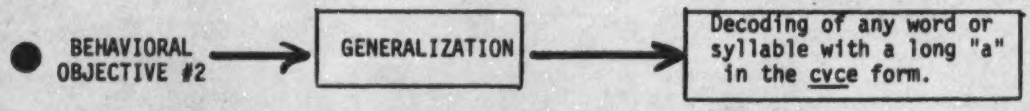
LEVEL 2



CONTENT: New: k

Old: c t p

TEACHING PROCEDURE: Simply show the children the "k" and tell them the sound it makes. Have them say it a few times. Then show them the "c" and see if they notice that the two make the same sound. (If not, point it out to them.) Drill for a minute or two with the four letters, getting most of the responses to the "k".



TEACHING PROCEDURE: In this level, the children will learn to apply what they have learned about the long "a" in Level 1 to any similar word or syllable. This simply involves giving them practice in figuring out a variety of these words and syllables. Follow the game-like steps outlined below and the children will soon be decoding any cvce word or syllable with the vowel "a".

Put the following matrix on a chart (blackboard or any large surface):

	ate	ame	ape
d	date	dame	dape
g	gate	game	gape
l	late	lame	lape

Have each child read a row or a column. A convenient instruction is, "Johnny, read the /d/ row.", or, "Susan, read the /ame/ column.", etc.

If they have any trouble simply calling the words and syllables, have them say the sounds and see if they can blend them. If they can do it with little trouble, however, there is no need to say the sounds.

Let them work with this matrix until they can recite the whole thing quickly. This may take a couple of days, or it may only take a few minutes -- let the children be your guide.

When they are making quick and confident responses to this matrix, continue with the following matrix:

	ake	abe	ale	ane
c	cake	cabe	cale	cane
m	make	mabe	male	mane
b	bake	babe	bale	bane
t	take	tabe	tale	tane

As before, continue work with this matrix until the children can make quick and confident responses WITHOUT analyzing (saying the sounds of) each word. Since the sound for "k" may be new to the children, be prepared to help them sound out "cake", "make", etc.

If the children learn to do these two matrices quickly, you may want to help them make up one of their own. Simply make the boxes and let them tell you what endings to write across the top and what beginning letters to write down the sides.

MODEL SENTENCES:

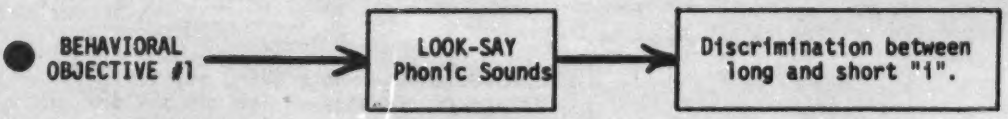
There was a fat dame, and this was her name,
Sop-sil-safe-dop-dil-dafe-mack-mame.

She made a big cake to take to her mate
Who sat on the gate to the lane.

When she gave him the cake, she said to her mate,
"Sop-sil-safe-dop-dil-dafe-mack-mame."

This is nonsense, of course, and there is no particular need for the children to read this particular thing unless they enjoy it. You may write anything for them to read at this point, but be sure that you give them plenty of long "a" words to read.

LEVEL 3



CONTENT: Six word cards with the "i" boxed off.

b [i] t e	b [i] t
r [i] p e	r [i] t
t [i] m e	t [i] m

TEACHING PROCEDURE: Simply teach the children to say the long "i" sound when you show them a word ending in "e", and the short "i" sound when you show them a trigram. Drill them with these six cards for a minute or two.

Next, mix the six cards from the Level 1 LOOK-SAY Phonic Sounds (Objective #1) with these and drill for a minute until the children give quick and confident responses.

● BEHAVIORAL OBJECTIVE #2 → AUDITORY BLENDING

CONTENT: Remember to pay attention to the mark over the vowel that tells you which sound to say for the children to blend.

What you say		What the child says
/s/ ... /ī/ ... /t/	=	"site"
/s/ ... /ĭ/ ... /t/	=	"sit"
/p/ ... /ī/ .../p/	=	"pipe"
/p/ ... /ĭ/ ... /p/	=	"pip"
/d/ ... /ī/ ... /m/	=	"dime"
/d/ ... /ĭ/ ... /m/	=	"dim"

TEACHING PROCEDURE: There is no need to tell you how to handle an Auditory Blending routine by this time. However, do not forget that you may include any other blends you may choose (particularly if the children enjoy it). You may want to check them on a few of the blends from Level 1.

● BEHAVIORAL OBJECTIVE #3 → PHONIC ANALYSIS AND BLENDING

CONTENT:

bite	bit	ripe	rip	time	tim
site	sit	pipe	pip	dime	dim

TEACHING PROCEDURE: Have them say the sounds and then read the word for a few responses. But, if they are quick enough with this, you may quickly begin drilling them with just saying the words (without first saying the sounds).

● BEHAVIORAL OBJECTIVE #4 → READING

MODEL SENTENCES:

See questions for Reading on next page.

A man named Tim had a date that he got for a dime. Tim did not have time to eat the date, so he put it on a pipe. A rat ran from the pipe and ate the date. The cat came to bite the rat but the rat ran. When Tim had time he came to eat the date but the date was gone.

* * * *

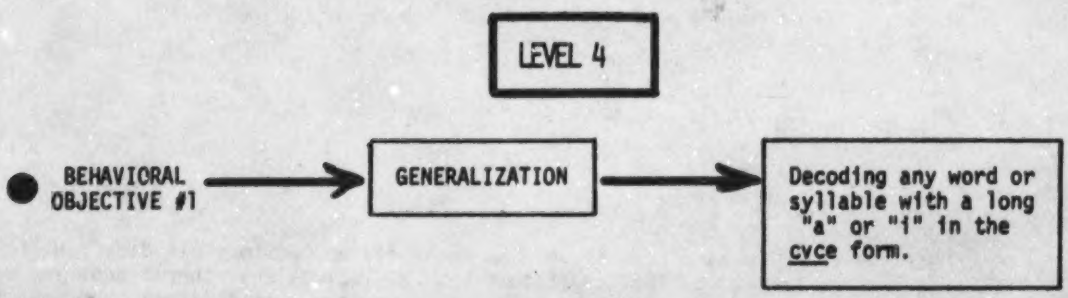
Where did Tim put his date?

Why did he put it there?

What did the rat do <u>when</u> the cat came?

Once again, it will be pointed out that the Model Sentences are merely suggestions for an exercise. They have no literary value and very little motivational value. It will be far better if you (or you and the children) make up your own sentences to illustrate the words from the lesson.

Also, this is another example of a method of preparing the children to answer comprehension questions for examinations. However, the best method of teaching comprehension and reading appreciation is to have the children select and read children's books. After they have read a book, you can discuss it with them much as you would discuss a book you are reading with your friends -- here we are working on the skills that are basic to reading. Real reading appreciation will be gained as you direct the child to use these skills in reading books and other material he enjoys reading.



There is only one objective for this level, and it is the same as Objective #2 from Level 2, except that now the long "i" words are added. Any method you wish to use that will give the children a lot of practice decoding many different forms of the long and short vowel "a" and "i" words and syllables is fine. It is better for you to use a procedure that you have worked up yourself than to follow the suggestions of the program. The important thing is that the children learn to do the things they need for reading. The method or procedure for teaching is only good if it works.

If the procedure with the matrices worked well in Level 2, you may use the matrices provided here to teach the Generalization of the long "i", but if you know a better method, by all means, use your own method.

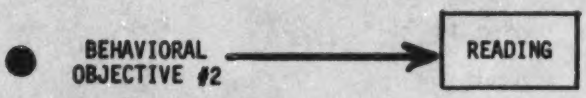
<u>MATRIX #1</u>

	ipe	ape	ite	ate
l	lipe	lape	lite	late
f	fipe	fape	fite	fate
s	sipe	sape	site	sate
z	zipe	zape	zite	zate

MATRIX #2

	ine	ale	ide	it	ife	are
g	gine	gale	gide	git	gife	gare
d	dine	dale	dide	dit	dife	dare
r	rine	rale	ride	rit	rife	rare
h	hine	hale	hide	hit	hife	hare
j	jine	jale	jide	jit	jife	jare
w	wine	wale	wide	wit	wife	ware

When the children finish these two, they can do almost anything. Help them make up one; they can even make a bigger one if they will have more fun with it.



MODEL SENTENCES:

I will ride a mile on Dale's bike.
Will you be my wife for the rest of my life?
I'll have a fine time when I'm nine.
My wife will bake a cake if I'm not late.
Mike and Kate were too late to dine with me.
I put my socks in a pile but mom made me pick them up.

These Model Sentences contain several little problems that may give the children no trouble at all, but be prepared to help them figure out the underlined words.

WORD DRILL #1

Put these phrases on cards and drill the children until they are quick and confident with their responses.

has he gone	you be it
who said that	when he has gone
when will it be	I'll be gone
does she eat	I said it
you eat cake	does he ride

If the children can do these quickly on the first run, do not waste time drilling them. But repeat the drill for a couple of days if they seem to need it.

The objective, of course, is to make sure they know these sight words. If they know them already, fine, but if not, the drill will help.

LEVEL 5

● BEHAVIORAL OBJECTIVE #1 → LOOK-SAY Phonic Sounds

CONTENT:

n o t e	n o t
p o p e	p o p
h o m e	h o m

TEACHING PROCEDURE: Remember, we are merely interested in teaching the children to say the long "o" sound. This should only take about a half-minute.

● BEHAVIORAL OBJECTIVE #2 → AUDITORY BLENDING

CONTENT:

What you say		What the child says
/n/ ... /ō/ ... /t/	=	"note"
/n/ ... /ŏ/ ... /t/	=	"not"
/p/ ... /ō/ ... /p/	=	"pope"
/p/ ... /ŏ/ ... /p/	=	"pop"
/h/ ... /ō/ ... /m/	=	"home"
/h/ ... /ŏ/ ... /m/	=	"hom"

TEACHING PROCEDURE: The children may not even need this Auditory Blending drill. Just check them out and go on to the next objective unless they need work.

● BEHAVIORAL OBJECTIVE #3 → PHONIC ANALYSIS AND BLENDING

CONTENT:

note	not	pope	pop	home	hom
tote	tot	dope	dop	dome	dom

TEACHING PROCEDURE: There is no need to spend much time with this if the children can get these quickly. Just check them out, and if they get it right away, move them on to the reading. But do not move them on if they stumble on any of these words.

QUICK and CONFIDENT responding is the key.

● BEHAVIORAL OBJECTIVE #4 → READING

MODEL SENTENCES:

The note said for me to go home.
I hope mom's at home.
Nope, Jane is no dope. She gave the rope to pop.
What is a dome?
I will not get to vote if I go home.

LEVEL 6

● BEHAVIORAL OBJECTIVE #1 → GENERALIZATION

MATRIX #1

	ote	ade	ome	ipe	ope
m	mote	made	mome	mipe	mope
b	bote	bade	bome	bipe	bope
w	wote	wade	wome	wipe	wope
r	rote	rade	rome	ripe	rope
k	kote	kade	kome	kipe	kope

The children can probably make up better matrices than we can. Help them set up one to play with.

● BEHAVIORAL OBJECTIVE #2 → READING

MODEL SENTENCES:

There was a hole in my cone and my ice cream fell out. I want more ice cream.
A dog will hide a bone in a hole. He will dig it up later and eat it.
My dog Spot hid pop's pipe in the hole with his bone. Pop gave me a dime when I got his pipe from Spot's bone hole.
If he hides my bike for a joke I will give him a poke in the nose.
I rode my bike to the store to get an ice cream cone.

Give Test J before Level 7

LEVEL 7

● BEHAVIORAL OBJECTIVE #1 → LOOK-SAY Phonic Sounds

CONTENT:

P e t e	t u b e
w e m e	l u t e
v e b e	m u l e

TEACHING PROCEDURE: In this level, we are merely trying to teach the long sounds for "e" and "u". Since neither of these letters appears in many words with the cvce form, and since the child should now have a good background in shifting from long to short vowels sounds, the short vowel forms are not included in this drill.

Simply drill the children having them say the long "e" or "u" sounds.

● BEHAVIORAL OBJECTIVE #2 → AUDITORY BLENDING

CONTENT:

What you say		What the child says
/h/ ... /ē/ ... /r/	=	"here"
/r/ ... /ū/ ... /l/	=	"rule"
/m/ ... /ū/ ... /l/	=	"mule"
/p/ ... /ē/ ... /t/	=	"Pete"
/t/ ... /ū/ ... /b/	=	"tube"
/z/ ... /ē/ ... /n/	=	"zene"

TEACHING PROCEDURE: Notice in pronouncing the words following the long "u" form, the sound of the "u" is much like the /oo/ sound (as in moon). Do not let this bother you or the children. Simply pronounce the words as you normally would.

● BEHAVIORAL OBJECTIVE #3 → PHONIC ANALYSIS AND BLENDING

CONTENT:

Pete	here	lene	fepe	tefe	vebe
tube	lute	mule	dune	pure	fume

TEACHING PROCEDURE: Do not spend too much time with this level. The children should get these words and syllables quickly, but there are just not many real words using these letters, so it is not worth bogging the children down here to solve a minor problem.

● BEHAVIORAL OBJECTIVE #4 → READING

MODEL SENTENCES:

Pete had a cute mule named Fepe.
Fepe ran when Pete made a tune on his lute.
When Fepe ran over the dune, Pete had to go and get him.
Pete made it a rule not to make a tune when Fepe was there.

(That's the best I can do with these words. It's very difficult to make sentences with them. Try it and see. Better still, let the children try it.)

LEVEL 8

● BEHAVIORAL OBJECTIVE #1 → GENERALIZATION

Matrix #1

	ute	ete	ate	ote	ite
b	bute	bete	bate	bote	bite
m	mute	mete	mate	mote	mite
t	tute	tete	tate	tote	tite
r	rute	rete	rate	rote	rite
d	dute	dete	date	dote	dite

This time when you change the matrix, leave all of the vowels the same and change the consonants. For example, use "m" instead of "t" in the endings to make "ume" "eme", etc., and change the letters down the side.

● BEHAVIORAL OBJECTIVE #2 → READING

MODEL SENTENCES:

Dot gave me a note. It said, "Go out and give your toys away."
I gave Sam my toy mule. He is a cute mule and Sam liked him. Sam said, "Thank you."

There's more of this reading on the next page.

I gave my bike to Dale, but Dale said I should keep my bike. It is not a toy.
I gave Jane nine toy pipes. I gave five toy cats to Mike, and I gave Bill my toy cake. They all said, "Thank you."
To Tim and Tom I gave ten toy rakes. They said, "Thank you."
I may be a dope, but I do hope that Dot does not give me another note.

These sentences are full of words the child has never learned in the DAD lessons, although they may have learned some of these in other places. It should be interesting to see how much help they need with reading sentences like these. If they have success, you will know that they can read many things you have never taught them to read. This would also mean that there are many, many children's books they can read by themselves.

LEVEL 9

● BEHAVIORAL OBJECTIVE #1 → PHONIC ANALYSIS AND BLENDING → LONG VOWEL BIGRAMS

CONTENT: Although there are not many of them, there are several cv (consonant-vowel) bigrams in which the vowel makes the long sound. Most of these have been given as sight-words, so the children should breeze quickly through this level. Here are the words you will teach in this level:

go so he me we be see fee

TEACHING PROCEDURE: Have the children say the sounds and blend each of these words. Make sure they say the sounds even if they can read the word without saying the sounds. You want them to see that the cv form gets the long vowel sound.

● BEHAVIORAL OBJECTIVE #2 → READING

MODEL SENTENCES:

We will go and see the monkey at the zoo.
His name is Joe and he likes me.
Joe will be glad to see me, so he will go, "Ho,ho,ho."
Did you ever see a monkey go, "Ho, ho, ho."
It doesn't take a fee to get into the zoo, so we will get in for free.

LEVEL 10

● BEHAVIORAL OBJECTIVE #1 → LOOK-SAY Sight-Words

CONTENT: There are several important Sight-Words that look like long vowel words, but they are not:

to give live gone have do some done one

We will also include a few real long vowel words in this lesson to keep the children on their toes:

so gave life bone cave go same

TEACHING PROCEDURE: Just put these 16 words on index cards and drill the children until they can give quick and confident responses. As usual, this may take minutes or days. The important thing is how confidently the children respond.

● BEHAVIORAL OBJECTIVE #2 → READING

MODEL SENTENCES:

I have done a good job, so give me some ice cream.
Do you want some of the same ice cream that I gave to Sam?
I gave Sam some ice cream but he has gone to live in a cave.
Has he gone to live in the cave for the rest of his life?

WORD DRILL #2

Before moving the children into the Chapter III work, make sure they can handle all of the sight words you have been teaching them by giving them a word drill. Here are some phrases you can use for drilling them, but you should make up a few of your own.

thank you	give me some	keep him out
another good man	let me be	doesn't he run
should you go	give it to me	it is done
I want to live	go for me	Do you want it?
some good ice cream	I said be gone.	go give him some

Give Test K before Chapter III

CHAPTER III

CONSONANT BLENDS

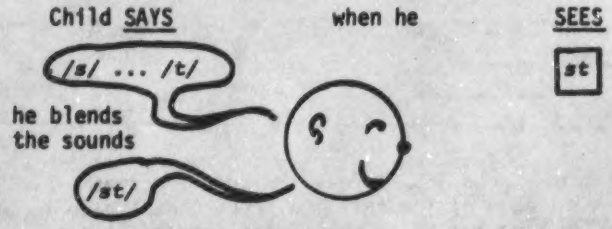
AND

SOME DIGRAPHS

INTRODUCTION

CONSONANT BLENDS: A consonant blend is the blended sound of two or more consonant letters. In the word "stop", the sound of /s/ and /t/ are blended to make the sound /st/. The children should be good enough at blending by now to make these blends without the elaborate auditory and visual blending training. When you are teaching a new consonant blend, help the children figure it out. Have them say each sound separately and see if they can blend the sounds.

TEACHING A NEW CONSONANT BLEND



Once the blend has been made, drill the children for a minute on the blended sound as if it were a new single letter.

DRILLING WITH A NEW CONSONANT BLEND

When teaching the children to analyze (say the sounds of) words with consonant blends, have them say the blended consonant as if it were a single letter:

(See illustration on next page.)

ANALYZING BLENDED CONSONANT WORD

Child SAYS when he SEES

DIGRAPHS: A digraph is a two-letter combination that is not a blended sound. The "wh" in the word "what" is a digraph. A digraph represents a unique sound just as a single letter, so the children should not be expected to figure out a new digraph any more than we would expect them to figure out the sound of a new letter they have never seen before. When teaching a new digraph, simply tell the children the sound it makes and drill them in the same way you would in teaching a new letter sound.

LEVEL 1

● BEHAVIORAL OBJECTIVE #1 → LOOK-SAY Phonic Sounds

CONTENT: Consonant Blend: st

Digraphs: ck ff

TEACHING PROCEDURE:

1) Show the children the "st" (on an index card, blackboard or whatever you use). Help them figure out the blended sound (see introduction to Chapter III). Then simply have them say it a few times.

2) Show them each of the two new digraphs, "ck" and "ff", and tell them the sounds.

3) Drill with the three new sounds. This drill should not last more than a minute at the most. (Remember, there is no need for the children to say each of the two sounds of the blend separately.)

● BEHAVIORAL OBJECTIVE #2 → AUDITORY BLENDING

CONTENT:

What you say to child		What child says
/st/... /ă/ ... /k/	=	"stack"
/st/... /ā/ ... /r/	=	"stare"
/st/... /ĭ/ ... /f/	=	"stiff"
/st/... /ō/ ... /l/	=	"stole
/st/... /ŭ/ ... /k/	=	"stuck"
/st/... /ŭ/ ... /f/	=	"stuff"

TEACHING PROCEDURE: There is probably no need to spend more than a minute on this skill. Unless the children have trouble blending these sounds, move quickly on to the next objective.

Remember, the Content printed above tells you what sounds to say, so pay attention to the mark over the vowels.

● BEHAVIORAL OBJECTIVE #3 → PHONIC ANALYSIS AND BLENDING

CONTENT:

stab	step	stock	stub
*stack	stem	stop	stud
Stan	staff	*stuff	*stare
*stiff	*stole	*stuck	stale
stick	store	stun	

*Words marked with an asterisk are the ones used for Auditory Blending practice.

TEACHING PROCEDURE:

1) Begin this procedure using only the words used for practicing the Auditory Blending. Show the children how to analyze these words into their three phonic sounds. You may need to make cards with the three sounds boxed off, but this probably will not be necessary:

2) Using the six words from the Auditory Blending practice (but NOT boxed off), give the children some practice applying their Phonic Analysis and Blending skill (saying the sounds and then reading the word). Continue this drill until the children can give quick and sure responses -- this may only take a minute or two.

3) Using all 19 words listed as Content, drill the children, simply asking them to "read the word". Of course, if they have difficulty just reading the word, let them say the sounds first. However, they will probably be able to figure out these words without saying the sounds out loud.

   Continue drilling until the children can say the words quickly (without first saying the sounds).

● BEHAVIORAL OBJECTIVE #4 → READING

MODEL SENTENCES:

Stop, Stan, don't step on the stick.
Stick that stuff in your bag and come on, but don't step on the stick.
Stan stuck the stuff in the bag, but he did step on the stick.
Stack the stock in the back of the store.
Did Stan stop at the store to stare at the man with the staff?

NOTE: You may be using the Model Sentences in a variety of ways; they offer an excellent opportunity to expand the children's vocabulary. For example, the children may not know what a "staff" is. After reading this sentence is a good time to discuss the meaning of "staff".

See note on next page

NOTE: If you write your own model sentences, you can put words in them that you would like to add to the children's vocabularies. You can write in words that are related to other things they are learning at school.

LEVEL 2

BEHAVIORAL OBJECTIVE	CONTENT
#1 - LOOK-SAY Phonic Sounds	Consonant Blends: br sp Digraphs: ll
#2 - AUDITORY BLENDING	/br/ ... /ĭ/ ... /k/ = "brick" /br/ ... /ī/ ... /d/ = "bride" /sp/ ... /ā/ ... /d/ = "spade" /sp/ ... /ĕ/ ... /k/ = "speck" /sp/ ... /ē/ ... /l/ = "spell" /sp/ ... /ĭ/ ... /l/ = "spill"
#3 - PHONIC ANALYSIS AND BLENDING	brack *bride spat *spell brad brig *spade spine brag brim spam spin brat brine spare *spill *brick brock *speck spud
#4 - MODEL SENTENTENCES:	Fill it up to the brim, but don't spill it. Did Brad brag about his bride? No, Brad had a spat with his bride, so he did not brag about her. He said she was a brat. If you spill brine in the spam, we won't eat it. Do you have a spare brick? The brat broke my brick when he hit it with his spade. The brat spat in the spam, so I spoke to his mom.

NOTE: If you have not read the procedure given for the Level 1 Objectives of this chapter, do not give any of the lessons in this chapter until you do.

Of course, you are urged to develop and use your own methods for teaching these skills and content. You may wish to continue using the procedures given in Level 1

See note on next page.

NOTE: In any case, READ THE LEVEL 1 PROCEDURES CAREFULLY. They contain important information you should use regardless of the particular method you may be using for teaching.

LEVEL 3

BEHAVIORAL OBJECTIVE	CONTENT
#1 - LOOK-SAY Phonic Sounds	Consonant Blends: fr sm sn sw Digraphs: (none)
#2 - AUDITORY BLENDING	/fr/ ... /ō/ ... /z/ = "froze" /fr/ ... /ŏ/ ... /st/ = "frost" /sm/ ... /ă/ ... /k/ = "smack" /sn/ ... /ĭ/ ... /f/ = "sniff" /sw/ ... /ĕ/ ... /l/ = "swell" /sw/ ... /ō/ ... /r/ = "swore"
#3 - PHONIC ANALYSIS AND BLENDING	frame *smack snack *swell *froze smell snipe swim frill smile snick *swore frock smite *sniff swam *frost smug snuff
#4 - MODEL SENTENCES:	Take a sniff. Do you smell the smog? It's a fire! I can smell the smoke. There was frost on the lake so we could tell that it was frozen. I knew he had eaten the snack when I saw the smug smile on his face. Did you see that man sniff snuff? Yuk!

LEVEL 4

BEHAVIORAL OBJECTIVE	CONTENT
#1 - LOOK-SAY Phonic Sounds	Consonant Blends: st sp br fr sm sn sw Digraphs: ck ff ll
#2 - AUDITORY BLENDING	/sp/ ... /ā/ ... /s/ = "space" /br/ ... /ā/ ... /k/ = "brake" /sp/ ... /ī/ ... /s/ = "spice" /st/ ... /ō/ ... /k/ = "stoke" /br/ ... /ā/ ... /s/ = "brace" /f/ .... /ā/ ... /s/ = "face"

NOTE: In this exercise /s/ is used to denote the sound of the soft "c". The sounds of "s" and the soft "c" are alike. Remember, these are sounds you say to the children. There is no need to confuse them by showing them /s/.

#3 - PHONIC ANALYSIS AND BLENDING				
	*stoke	*space	*face	race
	snake	*spice	spike	base
	*brace	spoke	fast	Fred
	Bruce	smog	snip	smite

#4 - MODEL SENTENCES:

Bruce and Fred ran a race to the base. Fred won because Bruce fell on his face.

Fred was going to hit the snake with a spike, but I said, "Don't do that, Fred. He is a nice snake."

I knew that I could run as fast as Bruce because I saw him run in the race.

NOTE: This level is primarily to review the Consonant Blends and Digraphs introduced in Levels 1-3, but you must also teach the child about the soft "c" sound. When a "c" comes before an "i" or an "e", it has the soft sound. The children should have no special trouble with this, but remember, it is new for them.

LEVEL 5

BEHAVIORAL OBJECTIVE	CONTENT
#1 - LOOK-SAY Phonic Sounds	Consonant Blends: bl sl pl fl gl Digraphs: ss
#2 - AUDITORY BLENDING	/bl/... /ĕ/ ... /s/ = "bless" /sl/... /ĭ/ ... /k/ = "slick" /pl/... /ā/ ... /s/ = "place" /fl/... /ŭ/ ... /f/ = "fluff" /gl/... /ŏ/ ... /s/ = "gloss"
#3 - PHONIC ANALYSIS AND BLENDING	black slap *place flake blast slack plane *fluff *bless *slick plot flop bliss slide plum flute glass glob glick *gloss

MODEL SENTENCES:

Put the plum in the glass. That's the best place for it.
I knew I would go fast on the slide because it was very slick. A slick slide is a fast slide.
Have you ever been up in a plane? They go very fast.
The plane could not land at the base because of the smog.
It had to land on a plot by the base, but it was not a very good place. Some glass cut the tire, but the plane didn't flop.
I knew he had a good time because he said that he had a blast.

WORD DRILL #1

don't	should	could	because
another	about	doesn't	knew
very	some	done	gone
won't	shouldn't	wouldn't	give

NOTE: The word drills are included to make certain the children are quick with the Sight-Words. Most of these are words that they cannot yet be expected to figure out from the sounds, so they must know them by rote, just as they know the letter sounds. These drills should be a real help to them by making these words easy for them when they are reading.

See note on next page.

NOTE: In this drill, just the single words are listed and you may put each one on a card by itself. However, if you feel that the phrases and simple sentences work better, you may make up some to use for this word drill.

You should add any other sight-words that the children are expected to know from sentences you have given them, or from readers they are working in.

Give Test L before Level 6

LEVEL 6

BEHAVIORAL OBJECTIVE	CONTENT
#1 - LOOK-SAY Phonic Sounds	Consonant Blends: br dr gr pr tr Digraphs: (none)
#2 - AUDITORY BLENDING	/br/ ... /ō/ ... /k/ = "broke" /dr/ ... /ĕ/ ... /s/ = "dress" /gr/ ... /ĭ/ ... /l/ = "grill" /pr/ ... /ī/ ... /z/ = "prize" /tr/ ... /ā/ ... /s/ = "trace" /pr/ ... /ĕ/ ... /s/ = "press"
#3 - PHONIC ANALYSIS AND BLENDING	brass drake grass prick brace drill grope pride braze drive grace *press *broke *dress grill *prize trick truck *trace trike

MODEL SENTENCES:
He drove the truck to the store to get some grapes and some plums.
You get a prize when you press the brass button.
Can a drake drive a truck or ride a trike?
No, a drake is a male duck. Didn't you know that?
If a drake is a duck, then what is a droke?
I don't know!

LEVEL 7

BEHAVIORAL OBJECTIVE	CONTENT
#1 - LOOK-SAY Phonic Sounds	Consonant Blends: cl cr str Digraphs: sh
#2 - AUDITORY BLENDING	/cl/ ... /ă/ ... /sp/ = "clasp" /cr/ ... /ŭ/ ... /st/ = "crust" /str/... /ĕ/ ... /s/ = "stress" /str/... /ĭ/ ... /k/ = "strike" /sw/ ... /ĭ/ ... /sh/ = "swish" /fr/ ... /ĕ/ ... /sh/ = "fresh"
#3 - PHONIC ANALYSIS AND BLENDING	*clasp crack *stress trash class crisp *strike slash click cross strive *swish clock crest strum *fresh
#4 - MODEL SENTENCES:	There was a crash when the clock hit the floor, but it did not smash the clock. I know that the crash broke the clock because it went "click, clock" when it should have gone "tick, tock." There was no crack in the clock, it just went "click, clock". The class got to go for a ride in a big red truck today, but Bruce was cross and fresh, so he didn't get to go. She sells sea shells down by the sea shore. I want to crack this nut, so I will strike it with that brass spike. If you strike it with that brass spike, you will smash the nut. "CRACK!!" Uh, oh. I'll have to throw it in the trash.

LEVEL 8

BEHAVIORAL OBJECTIVE	CONTENT
#1 - LOOK-SAY Phonic Sounds	Consonant Blends: nd nt ft Digraphs: th
#2 - AUDITORY BLENDING	/tr/ ... /ĕ/ ... /nd/ = "trend" /sh/ ... /ŭ/ ... /nt/ = "shunt" /br/ ... /ŏ/ ... /th/ = "broth" /th/ ... /ĕ/ ... /ft/ = "theft" /sh/ ... /ă/ ... /ft/ = "shaft"
#3 - PHONIC ANALYSIS AND BLENDING	brand blunt thick draft spend glint froth cleft blond flint moth craft *trend grant *broth *shaft strand *shunt *theft shift
#4 - MODEL SENTENCES:	I have one dime. It's not a thick dime, just a thin one. I took it to the store to spend it on some fluff. On the way to the store, I met a blond. She was nice, so I got her a plum with my dime. I am glad I spent it on the plum and not the fluff. They didn't have a good brand of fluff at that store.

LEVEL 9

BEHAVIORAL OBJECTIVE	CONTENT
#1 - LOOK-SAY Phonic Sounds	Consonant Blends: thr mp nk Digraphs: wh ch
#2 - AUDITORY BLENDING	/thr/ ... /ĭ/ ... /ft/ = "thrift" /thr/ ... /ŭ/ ... /st/ = "thrust" /wh/ ... /ĭ/ ... /ch/ = "which" /th/ ... /ŭ/ ... /mp/ = "thump" /ch/ ... /ă/ ... /mp/ = "champ" /bl/ ... /ĭ/ ... /nk/ = "blink"
#3 - PHONIC ANALYSIS AND BLENDING	thrash *which blimp *champ thrill whiff tramp chant *thrift whack drink *blink thrush white *thump thank *thrust think grump chick
#4 - MODEL SENTENCES:	I went for a ride on a blimp one time when we were on a trip. What a thrill! It was a big white blimp. Well, I think it was white, but I know it was big. Do you think that the tramp wants a drink? I saw a chick jump in that stump. Then a tramp sat on the stump. "Thump, thump, thump", said the stump. It made the tramp blink. Then he gave the stump a whack and out jumped the chick. Then the tramp sat back down on the stump, and this time it did not go, "Thump, thump, thump". What do you think made the stump go, "thump"?

Give Test N before Chpter IV

CHAPTER IV

Some Common Prefixes, Suffixes and Irregular Word Parts

Introduction

Children who have reached this level of phonic mastery will no longer need extensive drilling for Phonic Sounds and Auditory Blending (Objectives 1 and 2 of previous lessons). Lessons in this chapter will consist of:

(1) Decoding and Word Meaning Activities
(2) Reading and Comprehension Activities

Daily lessons should involve practice with each of these two skill activities; however the particular variety of each activity should be selected or even designed by the teacher. Outlines for varieties of these activities are given below. You should conduct the first few lessons that you give according to these outlines but once you get the idea, you should run the lessons according to the techniques that work best for you.

Decoding and Word Meaning Activities

(1) Put words on an index card or chart. Have children sound out each word. As they sound out each word, discuss the word's meaning. After sounding out and discussing the words, drill with the words until the children can read them quickly without sounding them out.

(2) Have the children look up each word in the dictionary and read and discuss the dictionary definitions. This should be followed with a drill to teach the children to read the words quickly without sounding them out.

Reading and Comprehension Activities

(1) Some Activities for the Model Reading

(a) One child reads aloud, other children ask him questions about what he has read.
(b) All children read silently. Group discusses what was read.
(c) Have children make up a name for the Model Reading.
(d) Discuss meaning of special words in the context of the Model Reading.

(2) Some Reading and Creative Writing Activities

(a) With teacher's guidance, the group can make up a short story or passage (similar to Model Readings) that emphasizes the words for the particular levels.
(b) Children should read and discuss passages prepared by other groups of children.

LEVEL 1

WORD LIST FOR DECODING AND WORD MEANING PRACTICE

-y = /e/

with short vowel sound			*with long vowel sound*			*with -ly ending*	
funny	sticky	drafty	spicy	navy	cozy	quickly	golly
sunny	dressy	ditty	slimy	spiny	shiny	happily	folly
frosty	trashy	thrifty	lazy	hazy	bony	sadly	holly
glassy	classy	muddy	pony	crazy	ivy	softly	silly
glossy	skinny	grassy				dolly	willy-nilly
tricky	crafty	puppy				jolly	hilly

MODEL READING FOR READING AND COMPREHENSION ACTIVITIES

The funny puppy named Daffy saw a pony lying sadly in a mud hole. Daffy ran to the pony and said, "Hi! My name is Daffy. What's your name?"

The pony looked sadly at Daffy and said, "I'm Cozy the Bony Pony, but I don't feel cozy, I just feel bony and muddy."

"Well," said Daffy, "that's probably because you are so muddy, you silly pony. Why don't you jump in the lake?"

"Do you think I'm crazy?" said Cozy the Bony Pony. "That lake is so chilly and the bottom is so slimy. I wouldn't be cozy if I jumped in the lake, you funny puppy.

"Well," said Daffy, "now you are all muddy. You will never be cozy again until you get the mud off your shiny coat. I think you are just lazy. The way to the lake is very hilly and you are just too lazy to climb those hills."

"Maybe you are right," said Cozy softly. "I guess I am lazy. I fell here in the mud and now my shiny coat is all muddy and I am just too lazy to do anything about it."

"Look here, Cozy the Bony Pony," said Daffy. "The trouble with you is that you are not happy. That's why you are so lazy. You need a friend. If you had a friend, you would be happy. And if you were happy, you would not be so lazy. And if you were not so lazy, you would run to the lake to make your muddy coat shiny again."

"By Golly! You are right!" said Cozy. "What folly, lying here all muddy when all I really need is a friend. Will you be my friend, Daffy?"

"Sure, I'll be your friend," said the funny puppy. Cozy jumped out of the muddy hole and ran up and down the grassy hill. Then Daffy, the funny puppy, jumped on Coz'ys muddy back and they went running to the lake.

LEVEL 2

WORD LIST FOR DECODING AND WORD MEANING PRACTICE

-ing				*-ed*			
with short vowel sound		*with long vowel sound*		*with short vowel sound*		*with long vowel sound*	
willing	dressing	staring	timing	willed	dressed	stared	dared
running	planning	framing	wiping	wanted	planned	jived	framed
sticking	cracking	facing	daring	spilled	cracked	faced	waved
spilling	spending	jiving	braking	blessed	parked	planed	waded
swimming	drinking	waving	planing	slapped		hated	liked
blessing	telling	driving	making			timed	played
		hating	wading			wiped	
		biting	shining				

MODEL READING FOR READING AND COMPREHENSION ACTIVITIES

The swimming trip we planned was finally coming true. The sun was shining and I was all dressed and ready to go. Now I was waiting because Tony was coming to pick me up. I sat staring out the window, drinking my milk, waiting for him. After a few minutes, a car stopped in fron of my house and I saw Tony waving at me.

"Coming?" he said.

I slammed the house door shut and began running to the car. "Let's go," I said, and Tony started driving the car down the road.

"Hey, did you hear that someone is framing Sam?" Tony said.

"No, what do you mean?" I asked.

"Well, someone is making it look like Sam stole that red car parked near his house," Tony said.

"You are just jiving me, Tony."

"No, I am telling the truth and I am willing to go to court and tell everyone that Sam didn't steal any car," Tony said.

"I'm with you, Tony," I said, and we slapped hands.

We got to the swimming spot and saw Sam and some of our other friends there. Sam was wiping off the water from his body. "Hi, the water is great," he said.

"Hi, Sam," we said. "Are you all right?"

"I am fine. You didn't hear the news.... I'm cleared, free. They proved I didn't have anything to do with that stolen car," Sam told us.

"Yahoo!!!" We all jumped up and down together.

"I'm going in the water," I said.

"Me, too," Tony said; and Sam came running in with us. We spent the whole day by the water, running in and out, playing ball and doing lots of talking with each other.

"We have to do this again soon," we all agreed and planned to go swimming again next week.

LEVEL 3

WORD LIST FOR DECODING AND WORD MEANING PRACTICE

	er = /ər/		*ar = /ɑr/*		*or =/ɔr/*	*ur = /ʊr/*	*ir = /ɪr/*
higher	flicker	griper	farther	carpet	for	fur	bird
faster	gripper	grater	car	tar	torn	bird	third
better	hammer	maker	far	par	worn	turning	fir
bigger	harder	spacer	harm	hard	born	purr	thirst
catcher	letter	placer	charm	star	orbited	burst	fir
sticker	**	poker	cart	yard	gorge	purse	squirt
swimmer	sniper	taper	bar	park	corn	hurt	
drummer	driver	paper			corky	further	
fatter	glider				sort	spur	
					snort	spurt	

MODEL READING FOR READING AND COMPREHENSION ACTIVITIES

There was a flicker in the sky and it wasn't a star or a bird. It was getting bigger and bigger and coming down faster. It came from far away and was going still farther. Wait, it is slowing down. I can see it now. It is a magic carpet and a very strange sort of man is sitting on it.

"Hi, I'm the magic music maker," the man said. "Some people just call me the carpet driver or the magic drummer so you can call me whatever name you like best. I tap my drum with this hammer and fly anywhere I desire."

"Wow!" I said. "My name is Johnny."

"Would you like to come for a short ride, Johnny?" the man asked.

"Oh, yes!" I said.

"Hop on then," the drummer said. The carpet became hard so I could sit on it and we began to go up high and still higher into the sky. We passed over the park near my house, and I saw trees and birds and cars in the streets turning corners and parking. Everything looked very small to me. Soon I saw my house and we stopped in my front yard.

"What fun!" I said. "Thank you for taking me on my first magic carpet ride."

The drummer smiled and waved to me on his way up. "I will see you again, Johnny."

LEVEL 4

WORD LIST FOR DECODING AND WORD MEANING PRACTICE

-est		*-tion, -sion*		*-ful*	
biggest	softest	action	friction	useful	tasteful
fattest	thinnest	tension	station	grateful	hateful
coldest	longest	attention	faction	wasteful	spiteful
hottest	hardest	traction	nation	hopeful	distasteful
saddest	happiest	completion	extension	disgraceful	careful
		expansion	detention		

MODEL READING FOR READING AND COMPREHENSION ACTIVITIES

"Boys and girls, mothers and fathers, and anybody else who is out there, please give me your attention, because we have the biggest, greatest, most tasteful, action-packed and tension-filled show for all you folks tonight. First, I want you all to notice the high wire. It is the longest extension wire in the country. Up there, we can see the lovely, graceful Miss Molly. She is going to walk on the wire, from where she is now across to the other side of the stage. She is ready to start. Notice that her slippers do not have any traction and she is balancing herself without any help. Be hopeful out there. Careful, Miss Molly, take your time. . . .

"Folks, Miss Molly made it! This will be news for the nation! Thank you, Miss Molly.

"Now take a look at the two center rings. In one ring we have a very strange couple, The world's tallest, thinnest man and the world's fattest woman. They will dance together for a few minutes and then walk around and talk to the girls and boys. In our other ring we have the town's softest rug. On it you will see the Five Useful Brothers. Keep your eyes open because they move very fast and get into very intersting positions. They stand on top of each other and sometimes extend their arms while one brother hangs on and swings in different directions. They always do a fine job.

"The animals are starting to come into the rings now. We have the dogs in one ring and the horses and elephants in the other two rings. Watch the ring you like best or try to look at all three. They are wonderful.

"Well, it is getting late. Our show is over for tonight. We just want to say 'good night' to all of you out there. We hope you enjoyed our show, didn't find it too wasteful or distasteful, and will come back to see us again."

LEVEL 5

REVIEW OF LEVELS 1-4

Review all words in Levels 1-4 in a drill. Help the children compose a paragraph or two that emphasizes all words in Levels 1-4.

LEVEL 6

WORD LIST FOR DECODING AND WORD MEANING PRACTICE

x			all	
hex	excuse	fox	call	stall
box	extend	expect	ball	mall
tax	exchange	express	tall	small
sax	text	extra	fall	wall
wax	exist	expire		
next	exit			

MODEL READING FOR READING AND COMPREHENSION ACTIVITIES

The tall fox was very lonely. He had no friends and he was scared the townspeople were going to put him into a box or kill him. For some reason, the people in the town thought the fox had extra powers and was planning to put a bad hex on them. The fox, really a likeable fellow, knew that know such powers existed in him, but he never had the chance to get to know anyone to let them know that he was just a regular, ordinary fox. Every day, men came into the forest looking for the fox.

One day, while the fox was resting in his hole by the wall, a big ball came rolling into it. He looked around but he didn't see anyone. "I wonder who this ball belongs to," he thought. He began to hear very light footsteps, and in a few seconds he saw a very small boy coming his way.

The boy stopped near him and said,"Excuse me, Mr. Fox, but did you see my ball?"

"Why, yes," the fox said. "It rolled right into my hole." The fox stood up and handed the ball to the small boy. "Here you are," the fox said.

"Thank you," the boy said. "My but you are tall. . . are you the tall fox that everyone is looking for?"

"Yes," the fox said, "please don't be afraid." And he began sobbing.

"No, I'm not afraid," the boy said. "Why are you crying?"

"Oh, I don't want to hurt anyone. I don't have any extra powers. I'm just tall. Because I look different, people think I want to hurt them," the fox explained as he stopped crying.

"Tall fox, I'm sorry you're so unhappy. I like you and I am going to look after you," the boy told the fox.

"But you are so small," the fox said. "How can you look after me?"

"I am going home now, but I will bring my father here tomorrow and you can talk to him," the boy said.

"Thank you," the fox replied. "I will see you tomorrow." The boy left and the fox sat thinking. He felt like there was some hope for him, and he knew he had made a friend.

The next day, at the same time, the tall fox met the boy's father. They both extended their arms and shook hands. The fox sat talking with the father for a long time. At the end of the talk, the man was sure that this fox did not want to hurt anyone. The man left and told the other townspeople that there was nothing to worry about.

Now the fox was free to run all over the forest. He was very happy and almost every day he met the little boy and they played together. They were good friends.

LEVEL 7

WORD LIST FOR DECODING AND WORD MEANING PRACTICE

-ness				*-ous*		*-ious*
likeness	lateness	cuteness	soreness	spacious	famous	delicious
coldness	hotness	tallness	dewiness	gracious	nervous	nutritritious

MODEL READING FOR READING AND COMPREHENSION ACTIVITIES

The sweetness of the delicious cakes and cookies came right onto the street. The sign in the front window read,"THE FAMOUS BAKERY... ALL DELICIOUS AND NUTRITIOUS DESSERTS". Jim and Tim were both excited about spending the day at the bakery. They were going to bake some cookies and get to sample different kinds of cakes. They had been waiting for this day for a long time and now the coldness of the day was not going to stop them. "Bundle up," their mother warned.

"We will, Mom," they said and put on their winter jackets, hats,gloves and boots. There was a definite likeness in Jim and Tim and when they were all dressed up it was hard to tell them apart. Now they were ready to go outside,and so they started for the bakery. They got to the bakery and rang the bell. A very tall man opened the door.

"Hello," the man said. "I am Mr. Famous. You must be the two boys who will be spending the day with me."

"Yes, we are," said Tim. I am Tim and this is my brother Jim."

"Hello, Mr. Famous," said Jim, extending his hand to shake the hand of Mr. Famous.

"Come inside," Mr. Famous said, "Warm up and then we'll get started." The hotness from the ovens and some warm milk took the cold right out of their bodies. As soon as the boys were ready, they were taken around the spacious bakery.

"What are your favorite cookies?" Mr. Famous asked.

"I like chocolate chip cookies best," Jim said.

"My favorite are walnut cookies," Tim said.

"Okay," Mr. Famous said. "Those will be the kind of cookies we will make today." Both Tim and Jim got a little nervous.

"Mr. Famous," Tim said, "I never made cookies before."

"Neither did I," Jim added.

"That is fine," Mr. Famous said, "Don't worry. I will help you both." They got out the eggs, milk, flour, nuts and chocolate chips and began mixing the ingredients together. After the batter was prepared, they made differently shaped cookies. Some looked like men, others looked like animals. They had lots of fun making the cookies. The cookies were put in the oven to bake and the boys washed out the pots. Mr. Famous took them to the store part of the bakery while they were waiting for the cookies to get done. They helped sell some desserts and then went back inside.

It was time to take out the cookies. The boys were happy with the cuteness of their shapes, and once they tasted the cookies, they were also very proud. Mr. Famous let them take the cookies home along with some other delicious desserts. The boys thanked Mr. Famous and knew they would never forget the day they spent at the bakery.

LEVEL 8

WORD LIST FOR DECODING AND WORD MEANING PRACTICE

-en			*-able*	
stolen	enter	broken	durable	usable
hidden	envy	blacken	flammable	curable
enlarge	bitten	thicken	lovable	thinkable
taken	liven	ripen	capable	suitable

MODEL READING FOR READING AND COMPREHENSION ACTIVITIES

There was once a very lovable man who worked in a stable. He was capable of making shoes for horses and fixing wheels. The man's name was Smithy. Smithy had large tools that were useful. Sometimes he put them in a corner and they were hidden from view.

Every morning, when Smithy tried to enter the stable, broken glass would be in his way. This was because of the man who lived next door to the stable. His name was Tom. Between Tom's house and the stable there was an apple tree and, every season, when the fruit would ripen, the wind would blow the apples into Smithy's yard. Tom always thought that Smithy had stolen his apples. He tried to blacken Smithy's name by calling him a thief. Tom became very hateful to Smithy because Smithy had never taken his apples.

One day Tom's wheel came off his carriage. He took it to Smithy. "Would you please fix my carriage so it will be usable again?" Tom asked Smithy. Smithy had been waiting for a suitable situation when he could rid Tom of his envy and hate. Now was his chance. He picked up his tools and walked to the furnace. He put his special apron on to protect his flammable clothes from the flames. He was going to enlarge a place on the wheel to fit the carriage. But when Smithy fitted the wheel to the carriage, the space was too big. He decided to thicken the piece that went into the hole. After he did this, the carriage and wheel were a perfect fit. Tom was so grateful, he became friends with Smithy.

LEVEL 9

Word List for Decoding and Word Meaning Practice

ment		*less*		*ish*	
amusement	replacement	blameless	careless	smallish	blackish
amazement	enlargement	useless	tireless	whitish	reddish
placement	casement	nameless	shameless	devilish	
		homeless			

Model Reading for Reading and Comprehension Activities

Eddie was a devilish little dog with reddish fur on the tips of his ears. All the rest of his body was brown. He roamed the streets night and day because he was homeless. He went up one block and down the next, looking and searching for a boy or girl to follow home, but it was useless. Eddie had been looking for so long and was so lonely that he became shameless and finally went up to a smallish old man sitting on the corner.

"Will you take me home?" Eddie asked the man.

The old man looked at Eddie with blackish eyes and said, "You're a very nice dog but I can't take you home. I have no home. I don't even have a name. I'm a nameless man. But I'll be your friend."

"I'll give you a name. I'll call you Ralph," said Eddie.

"Now that I have found a friend, I feel wonderful. We'll search for a home until we find one."

So Eddie and Ralph went to search for a home, having found each other.

LEVEL 10

Review of Chapter IV

Compose a paragraph or two that emphasizes Chapter IV words.

CHAPTER V

Dipthongs and Vowel Digraphs

Children who have reached Chapter V should be pretty good readers. As in Chapter IV, there will be no need for practice with Phonic Sounds and Auditory Blending, and lessons will consist of Decoding and Word Meaning Activities followed by Reading and Comprehension Activities.

Having completed Chapter IV, you should have developed a sufficient number of Reading and Comprehension Activities so that the Model Readings are no longer necessary. Therefore, the Chapter V levels simply give the phonic relationships to be taught and lists of words based on these relationships.

LEVEL 1

ai = /ā/		au=/ȯ/	aw = /ȯ/		ay = /ā/	
sail	drain	cause	saw	pawn	play	pray
aid	chain	pause	thaw	drawn	say	bray
laid	paint	clause	crawl	awl	hay	gay
ail	raise	fault	law	bawl	bay	tray
rail	praise	vault	draw	straw	nay	clay
trail	strain	saucer	dawn		pay	sway
claim	straight	August			day	stay
		taught			stray	

LEVEL 2

ea = /ĕ/		ea=/ā/	ea = /ē/		
head	ready	great	each	meat	read
bread	meant	break	beach	seat	streak
spread	feather	steak	reach	seam	steam
thread	leather		teach	team	stream
breast	lead		preach	ream	sea
health	dead		eat	bead	peace
			heat	mead	lead
					sneaker

LEVEL 3

ee = /ē/			ei = /ē/	ei = /ā/	eu = /yü/
see	bee	bleed	ceiling	vein	feud
feet	three	speed	seize	rein	Europe
sleep	speech	feed	leisure	skein	eulogy
meet	deed	fleet	neither	sleigh	euphony
greet	meed	street	deceive	eight	
free	seed	sleeve	receive	freight	
tree	weed	sleet	either		
			perceive		

LEVEL 4

ew=/ü/	ew= /yü/	ey = /ē/	
screw	new	key	jersey
grew	few	monkey	trolley
flew	whew	money	hockey
blew	mew	honey	chimney
shrewd	pew	valley	turkey
crew	stew		

LEVEL 5

Review all content from Levels 1 - 4.

LEVEL 6

igh = /ī/		oa = /ō/		ie = /ē/
sigh	sight	boat	road	field
light	bright	float	loaf	relief
fight	slight	moat	toad	belief
right	might	boar	soap	grief
night	fright	soar	soak	shield
		coast	coach	wield
		coal	roach	wiener

LEVEL 7

oe = /ō/	oi = /ȯi/	oo = /ü/			oo = /u̇/
toe	soil	food	boost	proof	foot
doe	spoil	noon	groove	achoo	hook
foe	oil	soon	room	pool	took
woe	boil	spoon	moon	stool	brook
hoe	joint	gloom	cartoon	moose	cook
	join	droop	boo	toot	crook
	moisture	goose	boom	loop	stood
	rejoice	broom	choose	shoot	good
	coil	smooth	snooze	moo	wood
	hoist	troop	too	boot	wool
	embroider	tooth	booth	zoo	shook
		choose			look

LEVEL 8

ou = /au̇/		ou = /ȯ/	ou = /ü/
out	wound	ought	soup
about	ground	sought	group
route	found	frought	youth
loud	proud	nought	coupon
couch	house	bought	you
pouch	hound		your
grouch	south		coup
mouse	ouch		croup
shout	bounce		wound
sprout	bound		
mouth	crouch		

LEVEL 9

ow = /o/		ow = /au/	
snow	low	how	frown
sow	elbow	now	drown
know	follow	brown	crowd
throw	yellow	cow	drowsy
row	mellow	brow	down
bow	glow	howl	town
grow	flow	owl	gown
slow	own	growl	plow
blow			

LEVEL 10

oy = /oi/	ue = /u/	eu = /yu/
boy	blue	due
toy	true	cue
ploy	glue	argue
decoy	flue	issue
joy	Sue	tissue
enjoy		statue
oyster		virtue
royal		avenue
annoy		
deploy		
Roy		